

PERCEPTIONS OF FACULTY AND DROP-OUTS OF
THE SUPPORTIVE ENVIRONMENT WITHIN A
POST-SECONDARY VOCATIONAL PROGRAM

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Joan Ellen Roberts

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by

Joan Ellen Roberts

Approved by Committee:

Raymond Hork
Chair

William Braden

Bruce Tennard

Beverly J. Kuskauskis

Earle L. Canfield
Dean of the School of Graduate Studies

527097

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An Abstract of a Dissertation by
Joan Ellen Roberts
May, 1982
Drake University
Advisor: Raymond Hock

The Problem. The problem of this study was to document the perceptions of drop-outs regarding the supportive and non-supportive community college environment, and to examine the self-reported behaviors of the vocational instructors for factors which may discriminate against special needs students.

Procedure. Vocational instructors in three Iowa community colleges were surveyed. The response rate ranged from 40 percent to 77.5 percent. Fifty-nine students from the three institutions who dropped or changed vocational programs during the 1980-81 school year were interviewed about their perceptions of the support services, drop reasons, and recommended changes to improve retention.

Findings. The instructors felt that students drop programs because of course difficulty, home/work responsibilities, and financial problems. Their most frequent recommendations were for more tutorial help, more help with student problems, and more financial aid. Their responses indicated that they view the characteristics of handicapped and disadvantaged students significantly different from those of non-handicapped and non-disadvantaged students. The students reported dropping because of home/work responsibilities, inappropriate courses, course difficulties, and financial problems. The changes they most frequently recommended were: more financial aid, better schedules, different instructional methods, and more tutorial help.

Conclusions. There was no institution-wide discrimination toward special needs students, but evidence did exist at the individual level. Half of the instructor respondents felt course objectives limited the participation of handicapped and disadvantaged students and only slightly more than half felt the institution provided adequate support services for special needs students. Students identified institutional changes to aid in retention.

Recommendations. There should be similar studies of the other Iowa community colleges. There is a need for in-service programs for vocational instructors to help them become more supportive of special needs students.

CONTENTS

	Page
LIST OF TABLES	v
LIST OF FIGURES.	viii
Chapter	
1. INTRODUCTION.	1
Rationale	5
Statement of the Problem.	5
Purpose of this Study	5
Significance of this Study.	6
Hypotheses to be Tested	6
Definitions of Terms.	7
Delimitations of this Study	8
Assumptions of this Study	8
2. RELATED LITERATURE.	9
Characteristics of Community College Drop-outs.	9
Drop-out Rates by Program	13
Reasons for Not Returning	15
Disabled and Handicapped Students in Community Colleges.	19
Disadvantaged Students in the Community College.	21
Retention Programs.	25

Chapter	Page
3. METHODOLOGY	32
Procedure	32
Sample Selection.	34
Faculty.	34
Students	35
Measurement Questionnaires.	36
Faculty.	36
Students	37
Data Collecting and Analysis.	38
4. ANALYSIS OF DATA.	40
Respondents	40
Instructors.	40
Students	43
Instructor Perceptions.	46
Program Admission and Enrollment Policies.	46
Counseling Services.	48
Instructional Services	50
Student Attrition.	52
Handicapped Students	55
Disadvantaged Students	60
Student Data.	66
Withdrawal Information	66
Present Status	67
Pre-enrollment Guidance.	69
Educational Objectives	71

Chapter	Page
Factors Affecting Withdrawal	74
Self-Perceptions as Student.	81
Instructional Support.	83
Counseling Support	85
Handicapped Students	86
Economically Disadvantaged Students.	86
Academically Disadvantaged Students.	87
5. SUMMARY AND CONCLUSIONS	90
Summary	90
Conclusions	93
BIBLIOGRAPHY	96
APPENDIXES	102
A. FACULTY QUESTIONNAIRES.	102
B. STUDENT QUESTIONNAIRES.	115
C. NARRATIVE RESPONSES ON FACULTY QUESTIONNAIRES.	128
D. NARRATIVE RESPONSES ON STUDENT QUESTIONNAIRES.	151

TABLES

Table	Page
1. Number of Respondents and Percent of Institution's Vocational Faculty.	40
2. Classification by Curriculum Areas of the Instructor Respondents.	42
3. Number of Student Respondents and Percent of Total.	44
4. Student Respondents by Sex.	44
5. Interviewed Students by Age	45
6. Student Marital Status by Sex	45
7. Respondents by Curriculum Area to Question 4 Regarding Formal/Informal Methods for Career Choices.	48
8. Crosstabulation Between Precounseling and Counseling into Alternate Programs. . . .	50
9. Changes in Counseling Recommended by Professors.	50
10. Instructional Techniques Used in the Classroom	51
11. Instructors Discussing Students' Plans Prior to Drop	52
12. Types of Instructor Narrative Responses Regarding Drop Reasons.	54
13. Types of Instructor Narrative Responses Regarding Recommended Changes	55
14. Instructors Support of Belief More Handicapped and Disadvantaged Drop.	55
15. Instructors' Opinion Regarding Removal of Campus Architectural Barriers to the Handicapped.	56
16. Instructor Opinion of Limiting of Handicapped by Course Objectives/Standards	56

Table	Page
17. Mean Response of Instructors Comparing Characteristics of Handicapped and Non-handicapped Students.	58
18. Mean Response of Instructors Indicating Extra Help Necessary for Handicapped Students.	59
19. Instructor Perceptions of School's Support Services for Handicapped.	60
20. Instructors' Opinion of Limiting of Disadvantaged by Course Objectives/Standards	61
21. Mean Response of Instructors Comparing Characteristics of Disadvantaged and Non-disadvantaged Students.	63
22. Mean Response of Instructors Indication Extra Help for Disadvantaged Students	63
23. Instructor Perceptions of School's Support Services for Disadvantaged Students	64
24. Quarter Hours Completed by Leavers.	66
25. Type of Withdrawal Reported by Leavers.	67
26. Quarter Students Dropped.	67
27. Present Educational Status of Students.	68
28. Student Present Employment Status	69
29. Relationship Between Leaver's Present Job and Former Vocational Training.	69
30. Persons Involved in Students' Decisions to Enroll	70
31. Instructor/Counselor Discussion Before Enrollment.	70
32. Reasons Leavers Entered Vocational Program	71
33. Students' Opinions Regarding Program Meeting Expectation	72

Table	Page
34. Leaver Opinion Regarding Re-enrollment	72
35. Comparison Between Male and Female Regarding Desire to Stay in Programs.	73
36. Leaver Opinion Regarding Their Getting What They Wanted.	74
37. Stage Which Leavers Dropped	74
38. Individuals Who Discuss Leaver Drop Decision Before Actual Withdrawal	75
39. Leaver Opinion of Staff Assistance with Withdrawal Decision.	76
40. Leaver Opinion of Staff Help with Retention	76
41. Type of Leaver Comments Regarding Drop Reasons.	77
42. Leaver Reasons for Dropping	78
43. Changes Recommended by Leavers to Aid Retention	81
44. Types of Communication Problems with Instructors.	84
45. Student Comments Regarding Recommended Program Changes	84
46. Student Identification of Factors to Aid Retention.	85
47. Types of Financial Aid Used by Students	87
48. Crosstabulation Between High School Rank and Institution.	88
49. Crosstabulation Between High School Rank and Sex.	88

FIGURES

Figure	Page
1. Percent of Total Responses by Institution	41
2. Percent of Total Responses by Curriculum Area	43
3. Instructor Perceptions of Why Students Drop Classes/Programs	53
4. Instructor Perceptions of Changes to Improve Retention in Classes/Programs	53
5. A Comparison of Instructors and Student Choices of Reasons Why Students Drop Vocational Classes/Programs	79
6. A Comparison of Instructor and Student Recommended Changes to Encourage Students to Stay in Vocational Classes.	80
7. Comparison Between Student Drop Reasons and Recommended Changes	82

Chapter 1

INTRODUCTION

The community college movement has experienced amazing growth during the last twenty years. Much of its success must be attributed to the institution's willingness to accept students who were traditionally not considered "college-material." Harper states that:

Perhaps it was mere coincidence, perhaps it was by grand design. Whatever the reason, the community college blossomed in the sixties. It was an open-door institution. Since education traditionally has been tied to employment and professional success, the opening of college doors to all was a giant step forward in the battle for equality.¹

An examination of the published admission requirements for students applying to the community colleges in Iowa reveals that the most common requirement and usually the only one (other than financial) is that a student have a desire to learn. This open-door policy has given hope for educational opportunities to those who may have been tolerated or rejected by the elementary and secondary public schools.

The community college, the technical institute, the two-year proprietary institution does the

¹William A. Harper, Community, Junior, and Technical Colleges (Washington: Hemisphere Pub. Corp., 1977), p. 5.

unthinkable. It takes in people who have not even completed high school, much less achieved average scholastic standings.¹

This new breed of students bears many labels. In the sixties, they were called minorities and culturally deprived. During the last decade, others joined the surge of non-traditional students. Segments of this group were identified as handicapped and disadvantaged. Moore defines "disadvantaged" as:

When I use the term disadvantaged here, I am referring to a group which is using the community college as a service vehicle to achieve social, academic, vocational, financial, or personal satisfaction. The group may include students who traditionally would not be considered college students at all because of their erratic high school records, economic plight, unimpressive standardized test score, and race/cultural/class distinctions. Some of the students are illiterate and need basic education; some are foreign born and need only English as a second language proficiency; some are unwed, expectant mothers whom the public elementary and high schools have excluded; some are veterans who are barely functionally literate and who could not (and should not) be expected to continue their education in a high school or junior high school environment. Some have left the rigidity, stagnation, irrelevancy, tradition, and punitiveness of the public educational system and have been labeled dropouts by that system. Many have been pushed out by the system because it does not understand them and has not learned to educate them. Another group of these students has been pushed through the education system without positive significant change taking place either in the acquisition of skills and knowledge or in the acceptance of the "important" values that the educators have prescribed.²

¹Ibid., p. 41.

²William Moore, Jr., Blind Man on a Freeway (San Francisco: Jossey-Bass Inc., 1971), p. 71-72.

As concern emerged that the open-door of the community college may, in fact, be a revolving one, studies examined the success of non-traditional students by comparing their drop out rate with the rate of other groups. The focus was usually on the characteristics of the students and their stated reasons for leaving the institution. Few studies have examined the environment of the college or institute to determine if there were hidden barriers which discriminate against these students.

A study by Appel did look at the institutional environment as well as the characteristics of the community college drop-out and concluded that the institutional environment seems to have an overwhelming effect on the behavior of community college students.¹

Moore cites the failure of the community college to respond to disadvantaged students in a positive way by the contradictory existence of open doors and closed curriculums. He indicated that:

Lack of faculty interest and leadership and a definite, though sometimes subtle, faculty resistance to change (with racist undertones) are perhaps the most significant reasons why we have seen so little real opportunity and so much inaction for the disadvantaged in higher education.²

¹Victor H. Appel, John E. Roueche, Oscar G. Mink, Impact of Administrative Climate, Instruction, and Counseling on Control Expectancy, Anxiety, and Completion Rate of Post-Secondary Educationally Disadvantaged and Minority Voc./Tec Students, U.S., Educational Resources Information Center, ERIC Document ED 149 801, 1977.

²Moore, p. 73.

In 1977-78, Drake University and the Iowa Department of Public Instruction collaborated on a study of post-secondary vocational schools in Iowa and their support services provided for the disadvantaged and handicapped students in their vocational classes. Instructional staff in each of the fifteen area community colleges were surveyed concerning their classroom experiences with special needs students. Less than half of the vocational instructors responded to the survey (43 percent). The response rate ranged from a low of 22 percent in two institutions to a high of 82 percent in one. The study reported that:

Fifty-nine per cent of respondents indicated they had disadvantaged students in their classes and thirty-three per cent said they had handicapped students. Forty-five per cent felt they were succeeding to some degree with disadvantaged students, while twenty-seven per cent were succeeding with handicapped students. Large numbers of respondents--forty per cent in the case of disadvantaged students and sixty-five per cent in the case of handicapped students--chose not to respond to the question concerning the extent to which they were meeting the needs of those students.

Eighty per cent of respondents were in favor of integrating special needs learners into the mainstream of vocational education.¹

The responses indicated that vocational faculty generally lacked training and experience in dealing with special needs students and that they were unsure of the existence of support services within their institutions.

¹Charles S. Greenwood, "Iowa Vocational Special Needs Post-Secondary Assessment Project," Summary Report--1979, Iowa Dept. of Pub. Instruction and Drake University, March 1980, p. 48.

Rationale

The Department of Public Instruction, after reviewing the results of the 1979 Summary, indicated a need to include student perceptions of their lack of success in post-secondary vocational programs. The Department also saw a need to examine more closely the perceptions of vocational instructors regarding special needs students and their classroom behaviors with them.

Statement of the Problem

The problem of this study is to document the perceptions of drop-outs regarding the supportive and non-supportive community college environment, and to examine the self-reported behaviors of the vocational instructors for factors which may discriminate against special needs students.

Purpose of This Study

The purpose of this study is to:

1. Obtain an estimate of the number of students who drop out of vocational programs in Iowa.
2. Identify potential discriminatory entrance criteria used by vocational instructors.
3. Identify vocational program requirements that may be discriminatory.
4. Document reasons given by students for dropping vocational programs.
5. Document instructor knowledge regarding discrimination of handicapped and disadvantaged students.
6. Publish and disseminate the findings.

Significance of This Study

The findings of this study will be disseminated at the discretion of Iowa Department of Public Instruction officials. A total of one hundred copies of the final report will be made available by the Principal Investigator to the Career Education Division. Certainly, nothing resulting from this investigation would be of a delicate nature.

It is anticipated that the findings will be useful for a wide variety of purposes. At the local level, they may provide an impetus for school personnel to investigate the services being provided for their exceptional students through vocational education. Hopefully, they will provide a source of criteria against which local schools can measure their programs to determine the adequacy of vocational education programs as they relate to handicapped and disadvantaged students.

At the state level the findings may give rise to some inservice and/or consultative needs for local schools. They may even have implications for funding patterns now in place or for making needed adjustments.

Hypotheses to be Tested

This study will test these hypotheses:

The behavior of post-secondary vocational/technical instructors does not discriminate against special needs students as reported by their responses to a questionnaire.

The perceptions of 1980-81 post-secondary drop-outs from the vocational/technical program does not indicate a negative student support system within that institution.

Institutional policies do not discriminate against the admission and progression of special needs students in post-secondary vocational/technical programs.

Definitions of Terms

Disadvantaged student: (from Vocational Education Amendments of 1976 P.L. 94-482) All persons who have academic or economic handicaps and who require special services and assistance to enable them to succeed in vocational education programs. Academic disadvantage means that a person:

- (1) lacks reading and writing skills;
- (2) lacks mathematical skills; or
- (3) performs below grade level

Economic disadvantage means:

- (1) family income is at or below national poverty level;
- (2) participant, or parents or guardian of the participant, is unemployed;
- (3) participant, or parent of participant, is recipient of public assistance;
- (4) participant is institutionalized or under state guardianship.

Enrollee in a Vocational Program: Person who is listed as a bona fide class member in any course within a core or sequenced program of vocational preparation at any time will be considered as an enrollee in that vocational program.

Entrance criteria: Any qualifications placed upon students for gaining enrollment in a vocational preparation program, whether they be formally stated as pre-requisites in school policies and registration data, or informally applied by various school personnel, shall be considered as entrance criteria.

Handicapped student: (from Vocational Education Amendments of 1976 P.L. 94-483) All persons who have handicaps which require special services and assistance to

enable them to succeed in vocational education programs. Handicapped means a person who is:

- (1) mentally retarded;
- (2) hard of hearing;
- (3) deaf;
- (4) speech impaired;
- (5) visually handicapped;
- (6) seriously emotionally disturbed;
- (7) orthopedically impaired;
- (8) or other health impaired person, or person with specific learning disabilities.

Vocational Program: Programs that lead to the granting of a diploma or certification of proficiency in a given career field.

Vocational Program Drop-out: One who terminates enrollment in a vocational preparation course for any reason (whether or not he/she stays in that same school) will be considered a drop-out.

Delimitations of This Study

This study will be limited to the vocational education instructors and the vocational program drop-outs during 1980-81 school year at Des Moines Area Community College, Northwest Iowa Technical College and Southeastern Community College.

Assumptions of This Study

It is assumed that:

1. Both students and instructors will be honest in their responses to the items in the questionnaires.
2. A positive, supportive environment increases the chances for success in post-secondary vocational programs.

Chapter 2

RELATED LITERATURE

There are many studies of drop-outs from the community college. The majority of the studies focus on student characteristics, background, and their reasons for dropping out. There appears to be little investigation of the success of handicapped and disadvantaged students in the community college, and rarely any which report their success in vocational programs in the community college or institute.

Characteristics of Community College Drop-outs

Data from the 242 respondents in a 1980 survey of 1,080 leavers from East Los Angeles College indicated that they were usually over twenty years of age, that an equal number of males and females left, and that the racial make-up of that group did not greatly differ from that of the total student body.¹

A greater response rate (30 percent) of non-returning students from a New Jersey community college also

¹ Steven Mark Sachs, East Los Angeles College Former Students Survey, U.S., Educational Resources Information Center, ERIC Document ED 191 523, 1980.

reported there was an equal number of males and females and the greater portion of students were over twenty-one years of age.¹

An Ohio study of the non-returning students at Lakeland Community College found that two-thirds of the drop-outs were female, the mean age of all leavers was approximately thirty years old and almost 58 percent (57.9 percent) were single.²

A little more than half of early leavers (52 percent) from a vocational technical institute in Wisconsin responded to a 1977 survey.³ The data indicated that half of the respondents were female although females made up only 24 percent of the student body, slightly more were under twenty years of age (55.7 percent), and 84.3 percent were single (including those who were separated and divorced).

A questionnaire was mailed to all full and part-time students who attended Delaware County Community College in Media, Pa., during winter, 1976 but who did not

¹Sandy Gorter, Non-Returning Students, 1978, Mercer County Comm. College, Trenton, N.J., U.S., Educational Resources Information Center, ERIC Document ED 161, 473, 1978.

²Aaron Donsky, Linda Burk, Cuba Hite, The Non Returning Student Follow Up: Who Are They? Where Have They Gone? U.S., Educational Resources Information Center, ERIC Document ED 178 111, 1979.

³Rita VanDyck and others, Student Attrition in the Wisconsin VTAE System Pertaining to Southwest Wisconsin Vocational-Technical Institute, U.S., Educational Resources Information Center, ERIC Document ED 151 067, 1977.

register for fall, 1976.¹ Twenty-six percent of the 1,550 students responded. The characteristics of these respondents indicated that the majority (69.5 percent) did not receive financial aid, were employed (78.7 percent), were enrolled part-time (57.8 percent) and had never been on academic probation (90.1 percent). Their highest level of education was a G.E.D. equivalency (6.5 percent) or high school diploma (75.4 percent).

A study of Lane Community College in Eugene, Oregon, surveyed vocational students who either graduated or dropped out during 1977-78.² Over half of the graduates responded (52.2 percent) but only slightly more than a quarter (26.3 percent) of the early leavers responded. The results indicated that the graduates had higher employment rates and made more money. About half of the early leavers (49.85 percent) had jobs not related to former training compared to 14.4 percent of the graduates whose jobs were not related to their former studies. In the early leaver group, 55.6 percent considered themselves to be disadvantaged or handicapped and in the graduate 42.9 percent considered themselves disadvantaged or handicapped. More females (48.4 percent)

¹Susan Wetzel, Non-returning Student Survey, Winter 1976-Fall 1976, U.S., Educational Resources Information Center, ERIC Document ED 145 906, 1977.

²Juanita Foellinger and Julie Aspinwall-Lamberts, Graduate and Early Leaver Follow-up Survey Results, 1977-78, U.S., Educational Resources Information Center, ERIC Document ED 191 541, 1980.

(42 percent) classified themselves as disadvantaged or handicapped.

A Texas study included 2,782 non-returning occupational and transfer students who responded to a series of surveys by thirteen Texas community colleges.¹ Most of the respondents (78 percent) indicated that they planned to pursue their educational objective further and the large majority (83 percent) were either satisfied or very satisfied with their educational experience. Another group of respondents (43 percent of 857 leavers from one of Hawaii's seven community colleges) reported that over-all they were satisfied with their total experience at college and 79 percent planned to return at some time.² A recent study by Hunter which included responses from 591 vocational students who dropped from a program in one of fifteen California community colleges also found that the majority of these students (81 percent) responded "yes" or "maybe" to a question about their plans to take more courses.³

Hunter commented on the erratic attendance of

¹Toni Hall and Jim Reed, Nonreturning Students Data Summary-1976-77. Tex-SIS Follow-up: Postsecondary Student Follow-up Management Information System, U.S., Educational Resources Information Center, ERIC Document ED 178 123, 1979.

²Fall 1975 Entering Students Not Continuing in the Same Community College Fall, 1977, U.S., Educational Resources Information Center, ERIC Document ED 148 437, 1978.

³Russell Hunter and M. Stephen Sheldon, Statewide Longitudinal Study. Report on Academic Year 1979-80, U.S., Educational Resources Information Center, ERIC Document ED 188 714, 1980, p. 72.

community college students when he reported on the first year of a California study involving fifteen community colleges:

It seems that many community college students may be inconsistent in their attendance. They plan to select a course, attend, withdraw from college for a semester or two, and then perhaps return for another course. Additionally, there is clinical evidence that many of them do not appear to regard a grade as important, but enroll in classes to learn for personal reasons; some may not complete the course if their personal goals are satisfied part way through.¹

Drop-out Rates by Program

There appears to be no one program that retains students better than others. Home Economics and Health Occupations had a slight edge (19 and 20 percent drop-out rate) over other programs in a study by the New York State Education Department of early leavers at various state two-year institutions during 1978-79.² The average drop-out rate was reported to be 31 percent. The percent ranged from a low of 19 percent for Home Economics to a high of 39 percent from the Technical program.

¹Russell Hunter and M. Stephen Sheldon, Statewide Longitudinal Study. Report on Academic Year 1978-79, U.S., Educational Resources Information Center, ERIC Document ED 180 530, 1979, p. 78.

²Marie Whalen Welch, A Study of Student Attrition and Retention in Post Secondary Occupational Education Programs at Two Year Public and Independent Degree Granting Institutions in New York State, U.S., Educational Resources Information Center, ERIC Document ED 191 537, 1980, p. 14.

The VanDyck study of student attrition at Southwest Wisconsin Vocational-Technical Institute indicated that the twenty-one programs resulting in a Vocational Diploma had the largest percent of drop-outs.¹ The range was from lows for Recreational Equipment Service (6.7 percent) and Practical Nursing (7.4 percent) to a high of 33.3 percent from Mechanical Drafting.

The Pennsylvania study reported that Nursing (1.38 percent) and Executive Secretarial (2.53 percent) had the lowest drop-out rate and Accounting (10.34 percent) and General Education (8.91 percent), Engineering (8.88 percent), Data Processing (8.48 percent), and Business Management (8.47 percent) had the highest rates.²

The Health Occupations made up 26.7 percent of the study body at Lane Community College in Oregon, but none of the sixty-three early leaver respondents reported dropping that program.³ The greatest representation among the respondents were from the Mechanical Electronics program (39.7 percent) which accounted for 24.9 percent of the student body, and drop-outs from the Business and Data Processing program (27 percent) which accounted for 20.2 percent of the study body.

¹VanDyck and others, pp. 8-9.

²Wetzel, p. 141.

³Foellinger and Aspinwall-Lamberts, p. 23.

A research project by New York State Education Department revealed that at the two-year post-secondary institutions, the Technical program had the greatest percentage of leavers (39 percent), closely followed by Business and Office (37 percent), with Health Occupations (20 percent) and Home Economics (19 percent) having the lowest percentage of drops.¹ The Fall, 1975 study of Hawaiian community colleges also reported that Business (14.2 percent) and Technology (9.3 percent) had the highest drop out rate and Health Services (1.6 percent) had one of the lowest.²

Reasons for Not Returning

Employment appears to be one of the major reasons students leave community colleges. Students with full-time jobs withdrew at around double the rate of others according to a national longitudinal study of 1972 high school graduates.³ "Scheduling conflict between job and studies" was the reason mentioned most often by 415 leavers from an Ohio community college.⁴ Employment (10 percent) was the second most common reason in a New York study of post-secondary

¹Welch, p. 14.

²Fall 1975 Entering Students, p. 8.

³Andrew Kolstad, National Longitudinal Study of the High School Class of 1972. Attrition from College: The Class of 1972 Two and One-half Years After High School Graduation, U.S., Educational Resources Information Center, ERIC Document ED 144 989, 1977.

⁴Donsky, Burk, and Hite, p. 15.

two-year occupational education programs, following the number one reason: dismissal (22 percent).¹ VanDyck and the 1977 Hawaii Community College Survey found the time requirements of home/work obligations and a preference for work were also common reasons for dropping.² Two 1979 studies reported the conflict between school and job hours as a major reason (17 percent) for dropping.³ Four studies reported employment as the most common reason given by leavers.⁴ Employment hours often conflict with class schedules. Several studies reported that job conflict was the number one reason given by early leavers.⁵

¹Welch, p. 16.

²VanDyck and others, p. 11. See also: Fall 1975 Entering Students, p. 8.

³Margaret C. Reap, Student Information System--TEX-SIS, U.S., Educational Resources Information Center, ERIC Document ED 180 573, 1979, p. 24. See also: Office of Research, Evaluation, Planning; Whatcom Community College, Student Information System Postsecondary Student Follow-up, U.S., Educational Resources Information Center, ERIC Document ED 176 818, 1979, p. 12.

⁴Hunter, p. 67. See also: Hall, p. 7; Mississippi Gulf Coast Junior College, Missis--Course Withdrawal Analysis, Fall 1979 (and) Missis Analysis--College Withdrawal, Fall 1979, U.S., Educational Resources Information Center, ERIC Document ED 191 536, 1980, p. 3; Dayton Axtell and Alison Coad, A Study of a Sample of Merritt College Students: Reasons Precipitating Possible Withdrawal and Attitude Towards Services and Instruction, U.S., Educational Resources Information Center, ERIC Document ED 186 047, 1979, p. 76.

⁵Jack Friedlander, Why Students Drop Courses, U.S., Educational Resources Information Center, ERIC Document ED 196 505, 1981, p. 4. See also: M. Stephen Sheldon and Russell Hunter, Statewide Longitudinal Study. Report on Academic Year 1978-79, U.S., Educational Resources Information Center, ERIC Document ED 184 636, 1980, p. 40; Reap, p. 12; Hunter and Sheldon, 1979, p. 41.

Although MacMillan states that "throughout the literature on student attrition-retention, it is consistently shown that academic performance is the single most critical factor in the decision of the student to remain or withdraw," many of the recent studies show academic difficulties as less common than employment, home responsibilities or personal problems.¹ It is easy, of course, to understand how a demanding work schedule or home responsibilities may result in little time for study, which consequently results in academic difficulties. Two studies reporting on reasons why students drop courses did, however, indicate that too heavy a course load was the number one reason reported by the students.²

Two other major reasons that students give for dropping out are financial and personal problems. Several studies include one or both of these reasons among the top three.³

Several researchers reported that although students left programs without completing them, many felt satisfied with their educational experiences and reported that they

¹Thomas F. MacMillan, On Improving Student Retention: Reflections on the NORCAL Project Following a Decade of Change, U.S., Educational Resources Information Center, ERIC Document ED 187 373, 1980, p. 10.

²Mississippi Gulf Coast Junior College, p. 16; and Office of Research, p. 20.

³Sachs, p. 34; Welch, p. 16; Wetzell, p. 11; Office of Research, p. 24; Hall, p. 7; and Mississippi Gulf Coast Junior College, p. 3.

had achieved their personal goals. Hunter found that 42 percent of 577 vocational students reported completely meeting personal goals and 39 percent reported meeting their goals somewhat.¹ Reap stated that the completion of needed courses was one of the two main reasons students left programs.² Many of the Ohio students indicated that they had reached their own personal goal even though they were considered early leavers by the community college.³ As Welch reported:

In reviewing goals of students entering two-year colleges, it appeared that many never intended completing the programs at the college where they enrolled. This conclusion was supported by various facts that help explain why the attrition rate of two-year colleges is higher than that of four-year colleges . . . the college fulfilled a service to the student that did not include awarding a degree.⁴

In the Wisconsin and Pennsylvania studies, students speculated what changes or conditions would have encouraged them to stay at the community college. The Wisconsin students most often selected "financial aid" (20 percent); "different method of instruction," (14.3 percent); "more help with problems" (14.3 percent); "better classes" (11.4 percent); and "better instructors" (11.4 percent).⁵ The Pennsylvania students selected better scheduling of classes.

¹Hunter, 1980, p. 70

²Reap, p. 12.

³Donsky, Burk, and Hike, p. 15.

⁴Welch, p. 22.

⁵VanDyck and others, p. 12.

better course content in major field, and better counseling/guidance services.¹

Disabled and Handicapped Students
in Community Colleges

Spencer surveyed 4,600 disabled students in a random sample of California community colleges (33 of 104 colleges).² A 19.5 percent response rate indicated that 66 percent were over 26 years old and 50 percent acquired their disability after 18 years of age. There were 29.1 percent of the 898 respondents who were employed and 23.9 percent had jobs enabling them to meet daily living expenses. Most had income support by parents/spouses (54.9 percent), Supplemental Security Income (42.5 percent), Social Security Disability (25 percent), Veterans Administration Services (33 percent), and Department of Rehabilitation (47.7 percent).

Over one-third of these students reported that it wasn't necessary to terminate or interrupt college (35.4 percent). It was necessary to 17.8 percent to "stop out" and it was necessary for 19.6 percent to "stop out," but they were able to return. Only 15.9 percent indicated that it was necessary to carry a reduced load.

¹Wetzel, p. 11.

²Sylvia S. Spencer and others, Disabled Students Enrolled in California Community Colleges 1974-75, U.S., Educational Resources Information Center, ERIC Document ED 156 283, 1977.

Those who terminated early reported that the need for major medical care was the major factor in their leaving. Financial problems constituted the second most significant factor. Direct quotes from 75 percent of the early leavers cited architectural barriers as a major irritant.

The California community college study included responses from 172 students who identified themselves as students with a physical handicap.¹ Over 50 percent said their handicap gave them difficulty. The kinds of resulting problems were: (1) necessity for bed rest causing make-up problems, (2) distance between parking lot and classes, (3) problems with stairs, (4) physical fatigue arising from effort required to overcome disadvantage of handicap, (5) course difficulties relating to handicap, (6) difficulty in reading the chalkboard, and (7) feeling shut out because they could not participate in sports.

Other studies contained comments from handicapped students regarding their frustration of the college's apparent insensitivity to their special needs such as these two comments in the Wisconsin study:

Attending the school I found that it was alright if you were normal but for a handicapped person such as me its hard trying keep up to everyone else. I think the instructors should be trained to be able to handle handicapped people. Such as me, and be able to help us more in the field we desire.

¹Hunter and Sheldon, 1979, p. 71.

I would have remained if I had different method of instruction. I am visually handicapped and its hard to keep up with the rest of the class.¹

Disadvantaged Students in the Community College

The academic and economically disadvantaged are attending community colleges in increasing numbers. Moore states:

While their numbers are rapidly increasing (they now constitute the largest segment of two-year college registrants), community colleges on the whole have failed to respond to them in a positive way.²

Increasing kinds and amount of financial aid have been made available to help those whose income is not sufficient to permit them to attend school without assistance. The aid ranges from grants which do not have to be repaid, low-rate student loans, to work study programs. There appears to be funding available for those who need and request it. It is interesting to note, however, that the California community college study reported that 24 percent of the students who identified themselves as ones with financial problems were not aware of the existence of a financial aid office.³

The problems of the academically disadvantaged are

¹Van Dyck and others, pp. 50, 33.

²Moore, p. 71.

³Hunter and Sheldon, 1979, p. 72.

more complex. Students who have had previous school problems often have to overcome negative feelings. Moore states:

They are different primarily because they are void of the education, goods, services, and experiences provided for middle-class students. As a consequence, the positive attitudes and expectations which are the hallmarks of the middle-class students are lacking in disadvantaged students. . . . Disadvantaged students in the community college are extremely sensitive to the behavior of their instructors because most of them have a history of failure and humiliation at their hands.¹

The Oregon State Department in a report on their program serving educationally disadvantaged adults defined the academically disadvantaged as:

Academically disadvantaged are persons in the community who have not had the opportunity, or who have not taken the opportunity, to prepare themselves in academic skills that are necessary to be functional either in a community college course of study, in a job, or in society and therefore cannot fulfill their aspirations and potential for a worthwhile life. . . .

The academically disadvantaged are determined to be so by high school GPA, standardized test scores, self-referral or faculty recommendations at the community college. However, the lack of performance in high schools or on standardized tests does not imply that no learning has taken place or there is lack of potential to learn.²

The Oregon report identified ten characteristics of low achievers: (1) have poor self-concepts within the

¹Moore, pp. 72, 75.

²Product Outcome Objectives: Model Grant to Serve Educationally Disadvantaged Adults, U.S., Educational Resources Information Center, ERIC Document ED 172 835, 1978.

existing educational setting; (2) many have culturally or intellectually deprived backgrounds; (3) are not academically or intellectually oriented because of their background; (4) are non-verbally oriented in an academic sense; (5) see no value in attaining minimal competency in writing for they perceive it as useless in achieving their real life goals; (6) most have money as only clearly defined value; (7) have difficulty understanding or formulating long range goals; (8) have extremely unrealistic images of themselves, college, or what their subsequent lives will be like; (9) are most likely to become discouraged and drop out; (10) many operate in society at a much higher level than academic evaluation would indicate.¹

Cooke commented on the difficulty academically disadvantaged students have in setting long range goals: "Initially, the student sees little connection between school and life. The ability to see that education can contribute to life in ways other than an increased pay check is often non-existent."²

She cites four common characteristics:

Frequently have little ability to deal with circumstances that are not completely spelled out and explicitly described

Often fails to accept responsibility for his own learning and achievement

¹Product Outcome Objectives, pp. 22-24.

²Winnie B. Cooke, Resources for Student Learning. Research Report: 1977. National Project II: Alternative to the Revolving Door, U.S., Educational Resources Information Center, ERIC Document ED 154 866, 1977, p. 8.

Is hindered by his feelings of inadequacy in dealing with school. Paradoxically, he may have future expectations that are beyond what he possibly can achieve. Also, the student's notion of what is expected of him by others is often unrealistic.

A further hindrance is the student's fear that asking for help from supportive persons is an indication of weakness, and he often shuns vital assistance.¹

A Los Angeles inner-city community college established a program to improve retention among the underprepared. Reporters of the program indicated that more than 70 percent of the entering students scored below the 7.0 grade equivalent level and that "there was, indeed, among these students and faculty a real discrepancy between the expectations and the aspirations of the entering students and the actual entering student aptitude test score level."²

It appears that academic deficiencies create a major problem among community college students. A 1980 study of California's community colleges listed "inadequate preparation for the course" as the second most common reason students gave for dropping classes.³ Friedlander commented on the California study by noting that:

Several of the other reasons given suggest that a sizable percentage of students withdraw from classes because they do not think they can successfully

¹Ibid., pp. 8, 9.

²Ruby Wallace and others, Myth Exposed: Academically Deficient Students Gain 2.3 Grade Equivalents in Only One Semester at a 96% Black Inner-City Community College in South Central Los Angeles, U.S., Educational Resources Information Center, ERIC Document ED 157 570, 1978, p. 5.

³Sheldon, p. 40.

complete the course work. The finding that many students drop classes for instructional-related reasons indicates that educators are in a position to influence considerably the rate of attrition from classes at their institutions.¹

Retention Programs

Many community colleges have developed programs to help the underprepared. Reimanis related dropping out to "low self-concept of academic ability, high debillitating anxiety, low internal reinforcement control and lack of goal and value clarity" and describes a retention program as designed to:

Help our students understand that our faculty members and administrators are human beings, many of whom are genuinely interested in the student as a person; they are here to help the student grow personally as well as academically, they know, understand, and accept the fact that incoming students may not have a clear idea about their own values, goals, or roles, and that it is natural to be apprehensive about the things that one is not familiar with.²

A Philadelphia community college instituted support services for non-traditional students (those below 20 percent on standardized reading tests, those with low academic preparation, or those who have been out of school for some time).³ Freshmen were assigned to a two-semester course

¹Friedlander, pp. 3, 4.

²Gunars Reimanis, Student Attrition and Program Effectiveness, U.S., Educational Resources Information Center, ERIC Document ED 132 988, 1973, p. 3.

³Florence Fishman and Marjorie Dugan, Alternative Programs and Services for the Non-Traditional Student. U.S., Educational Resources Information Center. ERIC Document ED 129 380, 1976.

which included content courses from almost all areas, a seven-week orientation unit, study skills, career exploration, and up to six hours of tutoring per week. The reported data indicated that a majority of the students in the program were still in college (91 percent) a year later compared to the overall college retention of 67 percent, and that 50 percent of the students advanced to sophomores after one year, whereas; 25 percent of general college freshman advance. The bi-monthly meeting of faculty members in the program was said to be one of the important elements. During these meetings, the faculty discussed possible means for assisting enrollees in the program.

A Florida community college used retention of minority students as an evaluation tool.¹ A program of specifically designed academic courses, counseling, and tutorial services served any student with academic, financial, or physical deficiencies who elected or was advised to be in the program. The over-all goal of the program was to provide the student with a learning environment free from threat and equipped with the supportive services needed for academic success. Objectives concentrated on academic success, student support and assistance, and personal growth. The program served approximately 500 students per

¹Carolyn West, John Simpson and Charles W. Jones, Minority Retention in a Community College Program for the Disadvantaged, U.S., Educational Resources Information Center, ERIC Document ED 151 660, 1975.

term and has resulted in the third highest minority retention level in the state and a total disadvantaged student retention and graduation rate equal to that of the traditional student at the college.

Collaboration among three Oregon community colleges resulted in a model designed to meet the learning needs of the educationally disadvantaged students.¹ Included were testing, counseling, and advising services, as well as guided studies programs and tutoring. Early personal contact between instructors and students was advocated for:

Rapport needs to be established so communication conducive to learning can take place. The student must know that the instructor accepts him as he is now, that he is not inadequate and incapable, merely that undeveloped skills are inhibiting progress toward a goal.²

A highly successful retention program at Los Angeles community college, where the majority of students were black inner-city youth, was much like the traditional program except that it included a high degree of student-instructor contact which instructors maintained by personal phone calls, private conferences, insured availability, records of student time in labs, and the display of genuine concern for students.³

¹Product Outcome Objectives.

²Ibid., p. 315

³Wallace and others, p. 11.

In the state of New York where retention rates have steadily increased in the last few years, the most successful methods in retaining potential dropouts at agricultural and technical community colleges were counseling (personal, academic, and career), encouraging greater involvement with campus community, peer tutoring, early identification of special needs, exit interviews, and financial aid advisement.¹

A study at Kingsborough Community College in New York concluded that a successful retention program included curricular offering closely related to realistic career and job opportunities, presentation of subjects as functionally relevant, intensive education and vocational counseling (individualized, if necessary), required freshman course for clarifying goals and understanding expectations.²

At the 1973 Gulf Regional Interstate Collegiate Consortium, the seminar related the retention of nontraditional students to college curriculum which contains a comprehensive counseling program; an adequate amount of financial aid; a competent, sensitive faculty with a reasonable ethnic representation; individual courses (developmental and remedial) which offer a chance for credit; non-punitive grading system; adequate funding of counseling and

¹Welch, p. 22.

²Eric Willner, Identifying Problems and Potential Drop-outs Among College Freshmen, U.S., Educational Resources Information Center, ERIC Document ED 174 708, 1979, p. 13.

developmental programs; enrichment opportunities for entire college community; and recognition and reward for faculty who successfully teach underprepared students. The consortium concluded that the change which must evolve is a "change in attitudes toward persons who, regardless of backgrounds, wish to find their places in a contemporary society which is polycultural and heterogenous rather than class-oriented and somewhat homogenous."¹

Retention programs are becoming increasingly more common as the community colleges attempt to meet their responsibility of serving the total community rather than selected segments. As technology and change require new skills and knowledge, post-secondary education becomes increasingly necessary. A California Board of Governors report stated:

In recent years it has been acknowledged that the rapid rate of social change and level of educational sophistication needed for sheer survival requires that a higher proportion of citizenry participate in education beyond high school. Ironically it is in the pursuit of this objective that we have also had to examine the myth that opportunities for education have been equally available to all citizens. We are now painfully aware that certain categories of persons--characterized by ethnicity, sex, income status and personal disabilities--have not only consistently been thwarted in basic educational endeavors, but are

¹Cecil L. Groves and Frank T. Carroll, Jr., Compensatory Education: Relationship of Curriculum and Faculty to Student Retention, U.S., Educational Resources Information Center, ERIC Document ED 111 478, 1973, p. 13.

systematically underrepresented among those who participate and succeed in the postsecondary domain.¹

Attracting students to the community college is not the problem. The difficulty is keeping them there. There appear to be common characteristics among the majority of the dropouts: ". . . low ability, low aspiration, low socioeconomic status, and minority students in community colleges showed the highest rates of withdrawal and the lowest rates of graduation of any two year college students on a national level."²

Increasing attrition is a concern in vocational programs as well as nonvocational ones. Appel wrote that "One of the most serious problems in vocational technical education across the U.S. today is increasing the completion rate as one step in the career development of the many people who aspire to vocational careers."³

Prediction of post-secondary success has been traditionally related to student demographics. Recently colleges have begun to look at their own environments to determine if it is a supportive, humane one which encourages success. The investigations have indicated that the

¹Board of Governors, Student Affirmative Action Plan for the California Community Colleges, U.S., Educational Resources Information Center, ERIC Document ED 192 822, 1979, p. 6.

²MacMillan, p. 5.

³Appel, Roueche, and Mink, p. 3.

attitudes of the college personnel can do much to impede or facilitate progression of the students with special needs,

Chapter 3

METHODOLOGY

This chapter includes a description of the procedures followed in conducting the study, sample selection, administering measurement questionnaires, collecting data, and data analyses performed.

Procedure

Officials from The Department of Public Instruction selected three post-secondary vocational/technical schools from among the fifteen area community colleges as data collection sites. Selection choices were made after considering the desire to include (1) both urban and rural populations, (2) both large and small institutions, and (3) representation from different areas of the state. Des Moines Area Community College at Ankeny, Northwest Iowa Technical College at Sheldon, and Southeastern Community College at Burlington were the designated sites. The investigator visited each of the schools to become familiar with the vocational/technical programs there and to discuss the proposed study with the Special Needs Coordinator in that institution. At that time arrangements were made to draw

up a list of students who dropped from vocational programs during the 1980-81 school year.

During the initial visit, written copies of program descriptions, policies, course objectives, or entrance requirements were collected in order to examine them for discriminatory practices. The visit also allowed the investigator an opportunity to discuss with the Special Needs Coordinator possible approaches for familiarizing the faculty with the purposes of the study and possible means of obtaining their willingness to participate.

After the initial visit, the Project Director and investigator worked closely with the Special Needs Coordinators to determine procedures for administering the faculty questionnaires and conducting the student interviews. Because of its location, Des Moines Area Community College was selected as the first collection site. At a meeting with the Ankeny Career Directors, it was decided to distribute the instructor's questionnaires to them (the Career Chairman and the four Career Directors) for their examination and subsequent reactions and comments. The recommendations from the Career Directors were helpful in designing the final questionnaire which was distributed to the vocational/technical instructors.

After the Ankeny instructors had completed the questionnaire, one item was changed. The amended questionnaire was then mailed to the Special Needs Coordinators at Northwest Iowa Technical College and Southeastern Community

College for distribution to the vocational/technical instructors in those institutions.

The student data was collected through telephone interviews with students who had been randomly selected from a list of ones who had withdrawn from vocational courses or programs during the period from Fall, 1980 through Summer, 1981. Because many of them were still living in the greater Des Moines area, the Ankeny students were contacted first. In this way, problems with the student questionnaire could be worked out before many long distance calls were made.

Sample Selection

Faculty

All vocational instructors in the three institutions were asked to complete questionnaires. The Career Directors at Des Moines Area Community College and the Special Needs Coordinators at Northwest Iowa Technical College and Southeastern Community College distributed and collected them. The use of an in-house agent established a communication channel and a system to encourage instructor participation. These agents were asked to facilitate the study by advising staff of the general scope of the study, encouraging them to participate, fielding questions or advising them how to contact the Project Director, and providing copies of the questionnaires to those who wished to examine them in advance of the scheduled administration.

Students

Each institution submitted a list of all students who had dropped from vocational classes/programs during the period from Fall, 1980 through Summer, 1981. From each list, a random sample of fifty names was drawn. The first twenty-five names were students to be contacted; the second twenty-five names were students who might replace those from the first group who were inaccessible.

It was anticipated that the Special Needs Coordinators would aid in contacting the students and interviewing them. The Coordinators provided a telephone number for each name but were unsuccessful in contacting any of the students. Most students reported that they were working or in school and therefore, were unavailable during daytime hours when Coordinators could call. The investigator and Project Director were able to reach students by placing evening and weekend calls. In many cases, numerous calls had to be made before a particular student was contacted.

Because of privacy considerations, enrollment data did not identify handicapped and disadvantaged students. An effort was made to have them identify themselves through their responses to items on the questionnaire which asked for (1) their high school rank, (2) amount and type of financial aid for college studies, and (3) identification of any handicap or disability they might have that would require support or assistance to complete the vocational program.

Measurement Questionnaires

Faculty

In October, a forty-seven item faculty questionnaire was designed. (See Appendix A.) Items one through thirty-seven asked for information regarding handicapped and disadvantaged students and for the instructor's perceptions of their treatment, progress, and feelings within the college environment. The last ten questions focused on the instructor's general impressions of all students, college services for them, and factors affecting their retention. The Ankeny Career Directors rejected this instrument because they felt it focused too much on the treatment of special needs students rather than concentrating on factors which contribute to general attrition.

A second instrument was designed. (See Appendix A.) This one had two parts: the first one (questions 1-17) asked for information regarding program admission, counseling services, instructional practices, and student attrition; the second part (questions 18-23), directed only those who had had handicapped and disadvantaged students in their classes during 1980-81 to respond. It was the opinion of the Career Directors that a greater number of the faculty would respond to the second instrument. This instrument was distributed by the Career Directors to all vocational instructors in early November.

After the collection of the questionnaires from

Des Moines Area Community College, it was reported that question two was confusing. It asked: "Are students provided funds or materials to participate in your vocational classes?" This question was omitted on the Sheldon and Burlington questionnaires and replaced by: "For your program, are students required to purchase special supplies, tools, equipment, or other instructional necessities?"

Student

The original student questionnaire (see Appendix B) consisted of thirty-five items regarding student characteristics, background, present educational and career status, student perceptions of the institute or college, their reasons for leaving, and their perceptions of the supportive services within the institution. The Project Director suggested that the questionnaire be revised by: (1) adding an item to ask students if they agreed with the institution's classifying them as handicapped or disadvantaged (either economically or academically); (2) adding another foil to item 14 (d. None of these), item 17 (f. Other), and Item 18 (c. No, I did not talk to either one).

These changes were made and the additional item was inserted as number 15. The items which followed were re-numbered. The resulting thirty-six item questionnaire (see Appendix B) was the one used for interviewing students from all three institutions.

Data Collecting and Analysis

Inferential statistical analysis were not used due to the sampling procedure which identified the institutions for this study by a selective process rather than a random one. Within institutions, sampling procedures included the selection of all instructional staff and a random sample of drop-out students for questionnaire administration, making it possible to infer the instructor and student data elicited to that particular institution. Inference beyond that level was not made in light of the data collecting procedures.

The data gathered was descriptive in nature. It included responses to a questionnaire administered to each identified subject regarding their perceptions of policies, practices, standards, and criteria for admission to and progression within the selected institutions. That data was analyzed by descriptive techniques such as comparison of means, modes, medians, percentile rankings, and other appropriate measures. Tabulations, charts, histograms, and other graphic comparisons were utilized to describe the data. The utilizations of these techniques served to identify trends, influences, and patterns regarding the hypotheses.

Chi square analysis was used on some variables when that was considered the appropriate technique for determining whether or not significant differences existed between

groups of respondents. The level of significance for rejecting the null hypotheses was .05. All chi square statistics were generated by "crosstabulations" as utilized in SPSS data analysis on the VAX 11/780 computer at Drake University.

Additionally, an uncorrelated t-test analysis was utilized on a section of the instructor data. That analysis was also generated by use of the SPSS statistical package on the VAX computer.

Chapter 4

ANALYSIS OF DATA

Respondents

Instructors

A total of one hundred and four instructors completed questionnaires. Des Moines Area Community College (DMACC) completed fifty-six; Southeast Community College (SCC), seventeen; Northwest Iowa Technical College (NITC), thirty-one. Table 1 shows the response totals and the percentage of the vocational faculty that they represent.

Table 1

Number of Respondents and Percent of
Institution's Vocational Faculty

Institution	No. Respondents	% Voc. Faculty
DMACC	56	40
SCC	17	47
NITC	31	77.5
Total Respondents	104	

The responses from Des Moines Area Community College instructors constituted 54 percent of the total responses, Southeast Community College, 16 percent; Northwest

Iowa Technical College, 30 percent. Figure 1 illustrates the percentage of the total which each institution contributed.

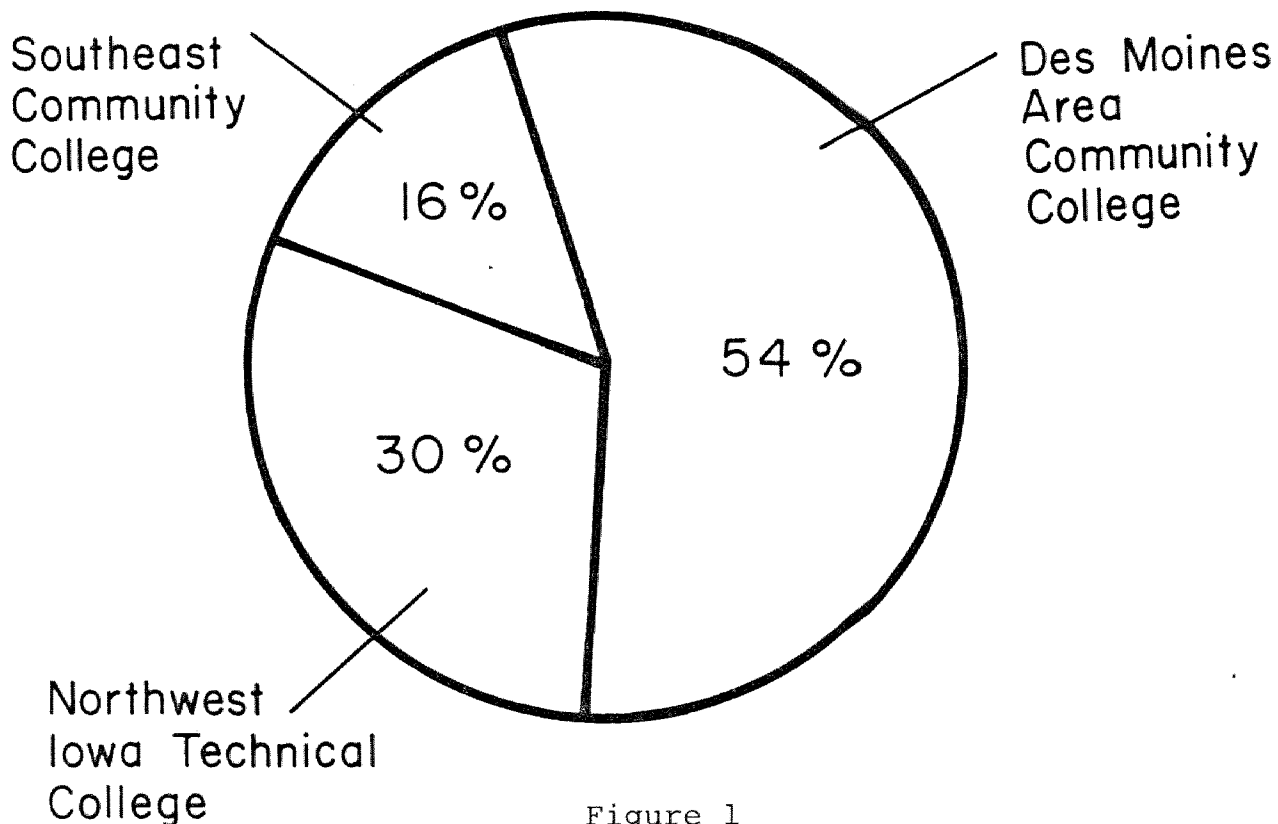


Figure 1

Percent of Total Responses
by Institution

The questionnaires were classified into one of four curriculum areas. There is a variance among the institutions in the classification of some programs. At DMACC, for instance, Office Occupations and Architectural Drafting were classified as part of the Diversified Occupations Department. Office Education at SCC and Business Occupations at NITC were classified as part of the Business Department. Engineering Graphics at SCC was classified as part of the Trades & Industries. The classification of the curriculum areas for the respondents is shown in Table 2.

Table 2

Classification by Curriculum Areas
of the Instructor Respondents

	DMACC	SCC	NITC	Total	
Health					
Dental Assistant	1			1	
Dental Hygiene	2			2	
Health Care Admin.	2			2	
Medical Assistant	1	2		3	
Medical Laboratory	2			2	
Nursing (PN & AN)	3	4	1	8	
Public Health			1	1	
Respiratory Therapy	2			2	
	13	6	2		N = 21
Business					
Accounting	3		1	4	
Business	2			2	
Business Occup.			1	1	
Career Ed.	1			1	
Clerical Program		1		1	
Marketing Management			1	1	
Office Education		1		1	
Data Processing	3			3	
Secretarial		1		1	
	9	3	3		N = 15
Trades & Industries					
Auto Body		1	1	2	
Auto Mechanics	5		4	9	
Automotive	3			3	
Bldg. Trades	1	1	4	6	
Electronics	1		9	10	
Ind. & Technology	1		3	4	
Job Shop/Tool & Die	2			2	
Printing	2			2	
Telecommunications	1			1	
Welding	1	2	1	4	
	17	4	22		N = 43
Diversified					
Agbusiness	3	1	2	6	
Arch. Drafting	1			1	
Buildings & Grounds			1	1	
Child Development	3			3	
Commercial Art	1			1	
Commercial Horticulture	1			1	
Engineering Graphics & Drafting		1		1	
Food Service	2			2	
Gunsmithing/Repair		1		1	
Machine Drafting	1		1	2	
Office Occupations	5			5	
Science		1		1	
	17	4	4		N = 25
Total				= 104	

Figure 2 shows the percent of the total responses for each curriculum area. Trades & Industries had the greatest number of responses with forty-three; and Business had the least with fifteen.

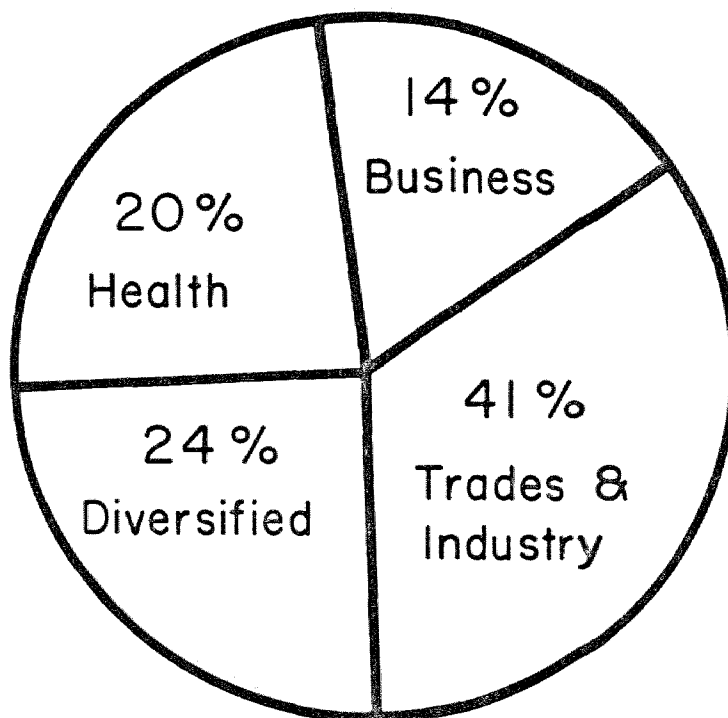


Figure 2

Percent of Total Responses
by Curriculum Area

Students

A sample of fifty names from the dropout list was drawn for each institution. It was difficult to locate the students; consequently, only fifty-nine students from the list of one hundred and fifty names were interviewed. Table 3 shows the number of students interviewed from each institution, what percentage of the total respondents this

represented, and the percentage of students interviewed of all those who left vocational classes and programs from Fall, 1980 through Summer, 1981.

Table 3
Number of Student Respondents
and Percent of Total

Institution	No. Respondents	% Total	% School Drops
DMACC	24	40.7	4
SCC	17	28.8	7
NITC	18	30.5	13
Totals	59	100.0	

Table 4 shows the number of males and females who were interviewed. There were slightly more males than females. Most of the DMACC respondents were female (17) and most of the NITC respondents were male (15).

Table 4
Student Respondents by Sex

Sex	Number	Percent
Females	28	47.5
Males	31	52.5
Totals	59	100.0

The age of the interviewed students was classified in one of five areas. The greatest number was in the

category of 18-20 years of age with twenty-nine students reporting themselves in that category at the time of their withdrawal. Only one student reported being under eighteen years of age and three reported being over forty. Table 5 shows the classification by age.

Table 5
Interviewed Students by Age

Age	Number	Percent
Under 18	1	1.7
18-20	29	49.2
21-25	11	18.6
26-40	15	25.4
Over 40	3	5.1
Totals	59	100.0

The majority of the students were single at the time of their withdrawal from a college program. Fifteen of them were married and three were divorced. There was no significant difference in the number of males and females and their reported marital status. Table 6 shows the "crosstabulation" for sex and marital status.

Table 6
Student Marital Status by Sex

Sex	Single	Married	Divorced	Total
Females	17	8	3	28
Males	24	7	0	31
Totals	41	15	3	59

All but three of the respondents were white. One male was Asian and two males were Indian.

Instructor Perceptions

Program Admission and Enrollment Policies

The instructors from the Health curriculum area reported more criteria for course enrollment than did instructors from any other area. Nine health instructors reported that admissions made the determination and anyone accepted by the college could enroll in their classes. Seven indicated that prerequisite courses such as biology, algebra, or chemistry were necessary. In some instances, the respondent indicated that a grade of 2.0 was necessary for the prerequisite courses. Six stated that test scores or achievement levels in math and reading were criteria used for enrollment. One instructor said that a personal interview and three references were also required.

Two-thirds of the Business area instructors indicated that they had no control over admissions. Their programs had no requirements for admittance other than college enrollment. Four instructors said that prerequisite courses were necessary. One stated that past experience could be a determining factor for program acceptance. An instructor wrote that one hand was necessary for typing and other machine manipulation.

In the Trades & Industries area, the majority

(twenty-eight of forty responses) indicated that they had no control over admissions and admission to the college was the only criterion. Four mentioned course work; one identified a test score as criteria; and one named CETA as determining admission. Four named specific physical characteristics which could bar students from their programs: color blindness, fear of heights, not having full use of at least one hand or arm, poor eyesight, no manual dexterity, and not physically fit.

Twenty-four of the twenty-six respondents from the Diversified curriculum area said that they accepted anyone admitted to the college. In addition, three mentioned that background experiences helped determine admission and one said that prerequisites were necessary.

Seventy-seven percent of the SCC and NITC instructors responded "yes" when asked if students are required to purchase supplies, tools, equipment, or other instructional necessities. Only two of these thirty-seven who answered "yes," however, felt this eliminated any student from enrollment or completing programs. Seventeen said they did not think this eliminated any students and eighteen said they did not know.

A majority of the respondents (84.7 percent) said there were no administrative policies, rules, or procedures, that tend to make it difficult, or prevent, certain students from participating in vocational classes or programs. The other 15 percent indicated that either formal

or informal policies did exist that restricted certain students.

Counseling Services

Many instructors (64.4 percent) identified specific formal and informal methods used to help students make career choices. Table 7 shows the response by curriculum area.

Table 7
Respondents by Curriculum Area to
Question 4 Regarding Formal/
Informal Methods for
Career Choices

Curriculum	Number	Response Rate for Curriculum Area
Business	13	87%
Health	16	76
Trades & Ind.	28	40
Diversified	10	40

The Ankeny staff frequently mentioned Planning for College Success, an orientation workshop which is required of all students before enrollment, as a formal means of helping students decide on careers. Other formal methods included orientation sessions, college publications such as handbooks, fliers, or brochures, and advertisements.

Several informal methods focused on college staff, (both instructors and counselors). These included interviews, visitations, tours, and conversation. Other

techniques mentioned were word of mouth, successful graduates, field trips, classroom activities and work experience.

Many (85.1 percent) reported that they thought the counselors were adequate or somewhat better than adequate in informing students regarding the vocational program. Only 7 percent thought that the counselors never counseled students into appropriate alternative programs when they had not been appropriately placed; whereas, about 73 percent stated that these students were sometimes appropriately counseled into alternatives, and 20 percent said they were always appropriately counseled into alternatives.

A Chi-square analysis of the "crosstabulations" of the responses to Item 5 regarding precounseling to inform students of career choices and Item 6 regarding counseling into appropriate alternative programs resulted in a significance beyond the .05 level. The significance was at the .0001 level which indicated that a high number of the instructors reported a significantly greater degree of confidence in the counselor's ability to counsel students or guide them into appropriate programs than was expected. Table 8 shows the distribution of the responses.

Change in the amount and kind of counseling was recommended. Table 9 summarizes those changes.

It would appear that, although the staff felt that the counselors were presently doing an adequate or better job, over one-fourth of the instructors (28 percent) would like to see the counseling service both improved and expanded.

Table 8
Crosstabulation Between Precounseling
and Counseling into Alternative
Programs

Precounseling	Appropriate Alternatives			Total
	Always	Sometimes	Never	
None	0	0	1	1
Little	0	3	2	5
Average	2	22	1	25
Above Average	10	20	1	31
Extensive	5	6	0	11
Totals	17	51	5	73

$$\chi^2 = 32.075 \text{ 8df } p < .0001$$

Table 9
Changes in Counseling Recommended
by Instructors

	Frequency	% Respondents
Better counseling	25	24
More counseling	28	27
More help with personal problems	39	37.5

Instructional Services

The instructors reported using a variety of instructional techniques to help students gain competencies. Those techniques and the reported frequencies of their use are summarized in Table 10.

Table 10
Instructional Techniques Used
in the Classroom

	Frequency	% Respondents
Task Analysis	65	62.5
Criterion Referencing	32	31
Individualizing	84	81
Work Samples	69	66

Total percent greater than 100 due to multiple responses

Instructors also listed "other" instructional techniques which included job experiences, clinical experiences, and personal counseling.

Despite their reported variety of instructional techniques, the instructors chose "Course Work Too Difficult" as the most common reason students drop (Figure 3). In contrast, instructors selected "Course Too Easy" less times than any other reason given for student withdrawal. A "Different Method of Instruction" was recommended as a change to help students stay in school by 9.6 percent, and "Better Instructors" was chosen by 5.8 percent (Figure 3). "Better Classes" was chosen by 5.8 percent of the instructors. The change to improve retention which was recommended most often, however, was "More Help with Studies." A total of 38.5 percent chose this as a recommended change (Figure 4). It appears that the instructors felt that the students need more

instructional help, but the additional help should not come from them or within their classroom.

Student Attrition

The staff reported that much of the time they discussed with students their plans to drop courses or classes. Table 11 tabulates these responses.

Table 11

Instructors Discussing Students Plans Prior to Drop

	Frequency	% Respondents
Always	23	22.5
Usually	53	52
Hardly Ever	18	17.6
No Drops	8	7.8
Totals	102	100

After students drop from courses, the vocational teachers usually do not conduct and interpret follow-up studies. About three-fourths (76.9 percent) reported that they did not conduct drop studies.

The reasons why students dropped as perceived by the instructors is displayed in Figure 3. "Course Too Difficult" was the main reason, closely followed by "Home/Work Responsibilities" and "Finances." Twenty-five narrative comments were written on this portion of the questionnaire (Appendix C). Table 12 classifies these comments into major categories.

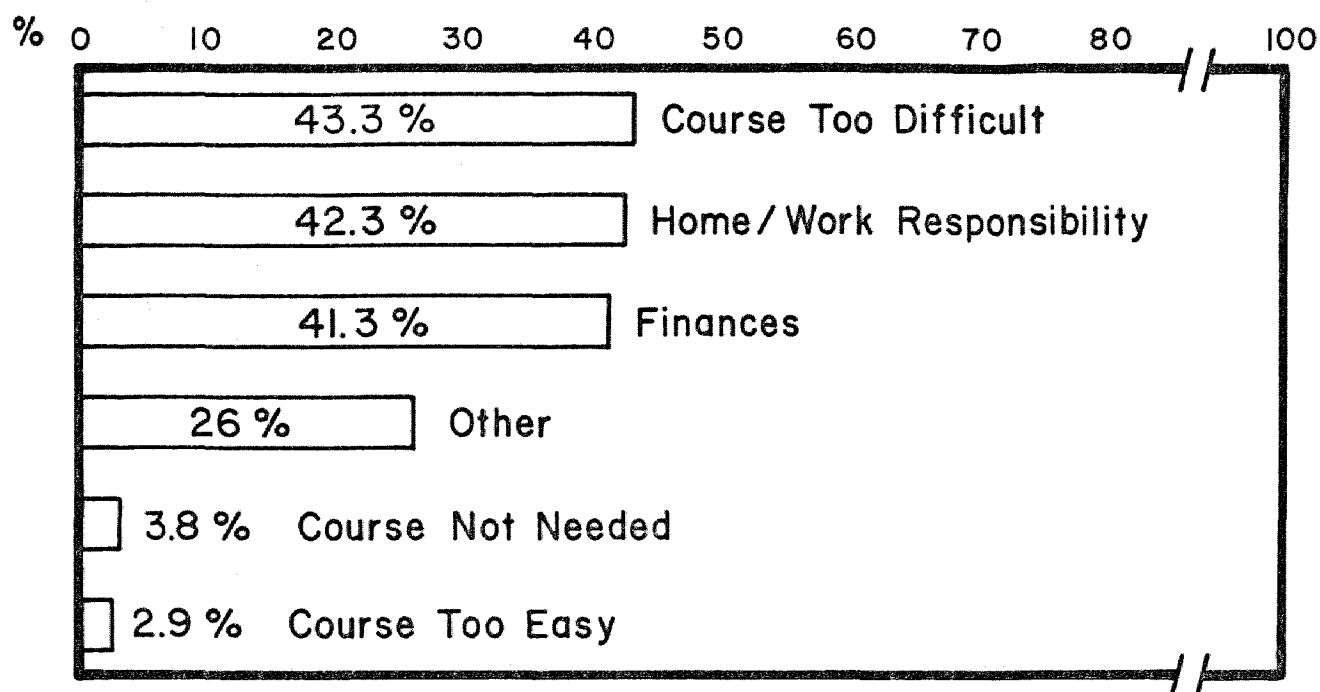


Figure 3

Instructor Perceptions of Why Students
Drop Classes/Programs

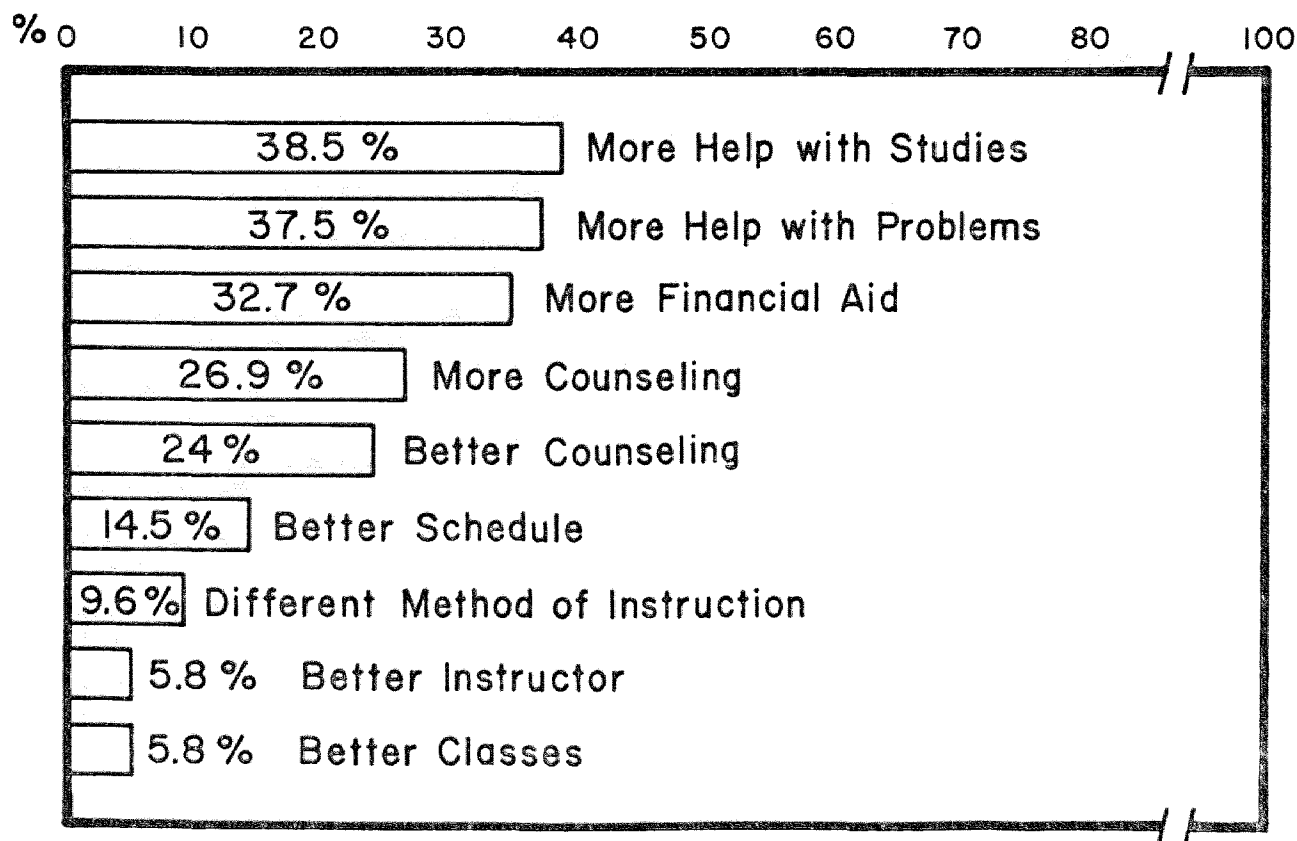


Figure 4

Instructor Perceptions of Changes to Improve
Retention in Classes/Programs

Table 12
Types of Instructor Narrative Responses
Regarding Drop Reasons

	Number of Comments
Change in goal	8
No interest	5
Personal reasons	5
Lacking skills	6
Work hours	1
Total	25

The changes recommended to improve retention are graphed in Figure 4. Tutorial help, a responsibility that could be assumed by instructors, was given as the main reason students drop, while those areas over which the instructors have direct control, "Different Method of Instruction," "Better Instruction," and "Better Classes" were chosen least often as recommended changes. It is interesting to note how the top three choices in both Figure 3 and Figure 4 correlate. Additional comments by the instructors regarding recommended changes (Appendix C) were classified into five areas. Table 13 summarizes these comments.

The respondents were divided on their support of the view that a larger portion of disadvantaged and handicapped

students drop from classes and programs. Table 14 presents this breakdown.

Table 13

Types of Instructor Narrative Responses
Regarding Recommended Changes

	Number of Comments
Raise Standards	5
Smaller Class Size	3
Improve Counseling	3
Better Preparation	3
Change Curriculum	1
No Changes	3
Total	18

Table 14

Instructors Support of Belief More
Handicapped and Disadvantaged Drop

	Frequency	% Respondents
Yes	42	41.6
No Difference	24	23.8
Don't Know	35	34.7
Totals	101	100

Handicapped Students

Most of the respondents indicated that architectural barriers to the handicapped were/eliminated or in the process of being eliminated from the campus. Table 15 is a summary of their response.

Table 15

Instructors' Opinion Regarding Removal
of Campus Architectural Barriers
to the Handicapped

	Frequency	% Respondents
No Barriers	79	76
Barriers Exist	11	10.6
Don't Know	11	10.6
No Response	3	2.9
Total	104	100

Half of the instructors felt that the performance objectives or standards of their classes might limit the participation of the handicapped. One-third felt that handicapped students could successfully meet the course objectives. Table 16 shows the response frequencies.

Table 16

Instructor Opinion of Limiting
of Handicapped by Course
Objectives/Standards

	Frequency	% Respondents
Limitations Exist	52	50
No Limitation	33	31.7
Don't Know	16	15.4
No Response	3	2.9
Total	104	100

The narrative comments (Appendix C) reveal some of these limitations. The Health careers instructors made the

greatest percentage of the comments. They usually remarked about the necessity for a student to perform specific tasks for employment and indicated that physical handicaps could prevent students from acquiring the necessary skills. Manual dexterity and the full use of arms, good eyesight, coordination, physical heartiness, and "normal" intelligence were listed as necessary characteristics.

About half of the comments from the Business teachers identified a physical characteristic that would result in their counseling a student not to take their class or program. Three would discourage blind students and four felt that at least one hand was necessary for success in their fields. Two instructors mentioned low basic skills as reason for discouraging enrollment.

Physical conditions which would interfere or prevent the student from successful job performance was the main reason Trades & Industries instructors would discourage students from their programs. Several referred to the hazardous work and the physical capabilities which were required in industry. Their main concern appeared to be the student's ability to complete the physical tasks required for successful job placement.

The Diversified instructors also referred to the dangerous equipment, physical abilities necessary, and the need to be able to do the required work. A few mentioned that they would discourage students who had a handicap which was detrimental to their performance such as blindness in a

child care applicant, inability to move quickly in a busy kitchen, or a hearing loss which would prevent student from following the instructor's lecture during classes. One instructor felt strongly that the business world must change its attitude toward the handicapped so that schools would not train them for a job market that would be closed to them. That was the reason given for discouraging handicapped students from enrolling.

One-half of the respondents said they had had a handicapped student in their classes during the 1980-81 school year. They were asked to compare characteristics of these handicapped students with the characteristics of non-handicapped students. Table 17 shows the mean response of the fifty-two instructors. A score of one (1) represents that handicapped students were poorer; three (3) the performance/characteristic was about the same; five (5) the handicapped students were better.

Table 17

Mean Response of Instructors Comparing
Characteristics of Handicapped and
Non-handicapped Students

	Mean Score
Willingness to Accept Responsibility	3.14
Attendance	3.35
Punctuality	3.39
Personal Appearance	3.15
Reliability	3.29
Discipline	3.37

It appears that their perceptions of the handicapped students they have had in their classes have been positive. In all cases, the average response showed that the instructors felt that the characteristics of the handicapped were slightly better than those of non-handicapped students.

The extent handicapped students required extra instructional help is summarized in Table 18. A score of one (1) represents "Little"; a score of five (5) represents "Extensive." The mean scores are tabulated in Table 18.

Table 18

Mean Response of Instructors Indicating
Extra Help Necessary for
Handicapped Students

	Mean Score
Motivation	2.70
Extra Assistance	3.53
Extra Time	3.55

It seems that the instructors felt that handicapped students required slightly more extra time and assistance than they did motivation. Generally, the extra instructional help was necessary, but it was not viewed as extensive.

Fifty-three percent of the respondents felt that their school had adequate support and resource personnel to provide services to the handicapped for successful

completion of vocational programs. Table 19 is a composite of these responses.

Table 19

Instructor Perceptions of School's
Support Services for Handicapped

	Frequency	% Responses
Adequate Support	35	53
Inadequate Support	15	22.7
Don't Know	16	24.2
Total	66	100

Disadvantaged Students

The Iowa Vocational Education Amendments classify disadvantaged students as having an economic disadvantage or an academic disadvantage. This distinction was explained on the instructor's questionnaire as "cannot afford college without financial aid" and "low in basic skills such as reading or math." (Appendix A.) This explanation apparently was not clear for some of the instructors indicated that they did not understand what was meant by the term "disadvantaged" (Appendix C).

The instructors felt that inadequate finances were a definite factor in students dropping programs, (Figure 3) and increased financial aid was one of their most common changes recommended to increase retention (Figure 4).

The perceptions of the academically disadvantaged students indicated that they were aware that the students

needed extra tutorial help in order to be successful. They felt that course work that was too difficult was the main reason students dropped (Figure 3) and their most common recommendation for changes to encourage retention was "More Help with Studies" (Figure 4).

Less than half (47.1 percent) felt that their course objectives or standards might limit the participation of disadvantaged students. Table 20 summarizes their feelings.

Table 20

Instructors' Opinion of Limiting
of Disadvantaged by Course
Objectives/Standards

	Frequency	% Respondents
Limitations Exist	49	47.1
No Limitation	39	37.5
Don't Know	14	13.5
No Response	2	1.9
Total	104	100

The Health Careers teachers commented on some of the reasons they would consider sufficient to discourage a disadvantaged student from entering their programs (Appendix C). Low reading and math skills were mentioned by several as an enrollment barrier. Competency in these basic skills was viewed as necessary for successful job performance. It appears that the Health instructors expect applicants to have achieved some degree of competency in order to enroll in their programs. One instructor indicated that "racially

disadvantaged" students were counseled out of their program because it was felt that they could not find employment in this field in Iowa (Appendix C).

The instructors in the Business area indicated that low reading and math levels were primary reasons they would discourage enrollment. Other characteristics which would cause them to discourage students were social maladjustment, having felony convictions and therefore not bondable, and not having transportation available.

The comments from the Trades & Industries were concerned mainly with low math ability. They indicated that poor academic preparation in basic skills would result in failure in their programs.

The Diversified instructors also indicated that low test scores or poor basic skills would be a reason they would discourage students from enrolling. A few mentioned the importance of a good attitude. One indicated that poor personal hygiene and an unwillingness to improve it would result in his/her counseling a student from program admission.

Fifty-eight instructors reported having had disadvantaged students in their classes during the 1980-81 school year. They compared the characteristics of these disadvantaged students with the characteristics of non-disadvantaged students. Table 21 shows this comparison by reporting the mean scores. A score of one (1) indicates that the disadvantaged student was poorer; a three (3) indicates the

characteristics of the two groups were about the same; a five (5) indicates that they perceived the disadvantaged student as being better.

Table 21

Mean Response of Instructors Comparing
Characteristics of Disadvantaged
and Non-disadvantaged Students

	Mean Score
Willingness to Accept Responsibility	2.47
Attendance	2.59
Punctuality	2.61
Personal Appearance	2.70
Reliability	2.55
Discipline	2.72

Their responses indicate that, on the average, they view the characteristics of the disadvantaged as slightly poorer than those of the non-disadvantaged students.

The extent of instructional services required by disadvantaged students is summarized in Table 22. A score of one (1) represents "Little," a score of five (5) represents "Extensive."

Table 22

Mean Responses of Instructors Indication
Extra Help Necessary for
Disadvantaged Students

	Mean Score
Motivation	3.87
Extra Assistance	3.96
Extra Time	4.01

Their responses indicate that they felt disadvantaged students required more help from instructors. They required more encouragement, more assistance, and more of the instructor's time than did non-disadvantaged students.

Sixty-six instructors responded to a question regarding their opinion of the adequacy of school support services for the disadvantaged. Table 23 summarizes their perceptions.

Table 23

Instructor Perceptions of School's Support
Services for Disadvantaged Students

	Frequency	% Responses
Adequate	36	54.5
Inadequate	13	19.7
Don't Know	17	25.8
Total	66	100

The faculty narrative comments (Appendix C) reveal that several felt the need for more staff to help with tutoring. A few remarked that instructors need to change by becoming more sensitive and encouraging to students with problems.

A comparison of the foregoing with the instructional perceptions of the handicapped and the help they required (Tables 17 and 18) shows that the teachers have a slightly more positive view of the handicapped than they do of disadvantaged students. They also feel that the handicapped required slightly less help from them. This difference

between instructor's ratings of handicapped and disadvantaged students suggested further analysis to determine whether it was significant. A t test analysis, assuming uncorrelated ratings and unequal variances, was performed using the two groups of responses that included: (1) all ratings for handicapped students on the traits of responsibility, attendance, personality, appearance, reliability, and discipline and (2) the ratings of disadvantaged students on those same traits. Additionally, a t test was run on both groups when the instructor-related variables of providing motivation, extra assistance and extra time were rated. To further analyze the data, individual t tests were computed on each variable for handicapped students with the same variable for disadvantaged students (i.e., handicapped responsibility with disadvantaged responsibility, etc.)

In all cases a significant t value was found. Each of the individual comparisons were significant beyond the .05 level (at the .01 level), except for extra assistance and extra time, which were significant at the .05 level. Both group comparisons were significant at the .0001 level. This analysis reinforces the conclusions drawn from the data in Tables 17, 18, 21 and 22. Restated, that data clearly show that instructors rate their handicapped students significantly more positive on selected personal traits and view handicapped students as requiring less of their efforts than they do their disadvantaged students. Moreover, they rate handicapped students above non-handicapped students,

while rating disadvantaged students below non-disadvantaged students on the selected personal traits.

Student Data

Withdrawal Information

Seven students had completed more than fifty quarter hours at the time of their withdrawal. There were no significant differences among the three institutions and the number of quarter hours completed by the respondents or between the sex and quarter hours completed. Table 24 shows the distribution of quarter hours completed.

Table 24

Quarter Hours Completed by Leavers

Hours	Frequency	Percentage
Under 12	14	23.7
12-24	21	35.6
25-50	17	28.8
51-75	3	5.1
Over 75	4	6.8
Total	59	100

The majority of the students (91.5 percent) withdrew from college rather than dropping a vocational class or changing programs. Table 25 gives the frequencies of the types of withdrawal reported.

An almost equal number of leavers dropped out during the Winter, Spring, and Summer quarters. Fewer of the

respondents left during the Fall quarter. There were no significant differences between sex and when the withdrawal occurred or among the institutions and the withdrawal quarter. Table 26 classifies when the students withdrew.

Table 25

Type of Withdrawal Reported by Leavers

	Frequency	Percentage
Drop a Vocational Class	0	0
Changed to Diff. Voc. Prog.	3	5.1
Changed to Non-Voc. Prog.	2	3.4
Withdrew from College	54	91.5
Total	59	100.0

Table 26

Quarter Students Dropped

	Frequency	Percentage
Fall, 1980	10	16.9
Winter, 1980	16	27.1
Spring, 1981	17	28.8
Summer, 1981	16	27.1
Total	59	100

Present Status

Most of the students were not in school at the time of the interview. Only ten students were back in school in either a part-time or full-time program. There were no

significant differences among the three institutions. Table 27 lists the reported frequencies of the students' reported educational status.

Table 27
Present Educational Status of Students

	Frequency	Percentage
Full-time, Voc.	7	11.9
Full-time, Non-Voc.	2	3.4
Part-time, Voc.	0	0
Part-time, Non-Voc.	1	1.7
Not in School	49	83.1
Total	59	100

Half of the leavers (50.8 percent) were presently employed full-time. There were no significant differences between sex and employment status or among institutions and present employment status. A frequency count of employment status is summarized in Table 28.

More students had jobs unrelated to the vocational training they had received. Twenty-four (61.5 percent) reported that their present employment was unrelated to their previous training. "Crosstabulations" revealed that there were no significant differences between the relationship of the job to former training and the sex of the respondent, the training institution, or full or part-time employment. Table 28 lists the responses for relationship of job to former training.

Table 28
Student Present Employment Status

	Frequency	Percentage
Full-time	30	50.8
Part-time	9	15.3
Looking	11	18.6
Homemaker	3	5.1
Total	53	100

Table 29
Relationship Between Leavers'
Present Job and Former
Vocational Training

	Frequency	Percentage
Related	15	38.5
Not Related	24	61.5
Total	39	100.0

Pre-enrollment Guidance

Thirty-three students reported that no one was involved in their decision to enter the vocational program. Twenty-six indicated they received guidance from parents, a high school staff member, or a community college counselor. Table 30 tabulates these responses.

Most of the students indicated that they had talked with the classroom instructor or counselor before enrolling in the vocational program. About two-thirds of the students

had visited with a counselor and about one-half had visited with the classroom instructor. Sixteen of the fifty-nine respondents had talked with neither. There were no significant differences among the institutions and the amount of pre-counseling. The distribution is in Table 31.

Table 30

Persons Involved in Students'
Decisions to Enroll

	Frequency	Percentage
Parent	8	31
High School Staff	8	31
Comm. College Counselor	7	27
Comm. College Staff	4	15
Friend	6	23
Other	9	35
Total	26	*

* Total more than 100% due to multiple responses

Table 31

Instructor/Counselor Discussion
Before Enrollment

	Frequency	Percentage
Talked with Counselor	38	64.4
Talked with Instructor	31	52.5
Talked with Neither	16	27.1
Total	*	*

* Total greater than 100% due to multiple responses

Educational Objectives

The majority of the students said they entered a vocational program in order to prepare for a career in that field or a related one. Their reasons for entering did not vary significantly with institution. Table 32 reports the reasons students enrolled in programs.

Table 32
Reasons Leavers Entered
Vocational Program

	Frequency	Percentage
Career, This Field	37	62.7
Career, Related Field	3	5.1
Interest	7	11.9
Exploratory	12	20.3
Total	59	100.0

Half (54.2 percent) reported that the vocational program had met their expectations. Slightly less than a third, however, indicated that the program was more difficult than they thought it would be. "Crosstabulations" by institution, age, high school rank, and reasons for entering revealed no significant differences. Table 33 reports the students' expectations.

Almost one-fourth of the leavers stated that they were already back in the program or planned to re-enroll some time in the future. The other 75 percent were uncertain or thought they would not take the class/program in the

future. There were no significant differences among institutions. Table 34 gives the response frequencies.

Table 33

Students' Opinions Regarding
Program Meeting Expectation

	Frequency	Percentage
Yes	32	54.2
No, Tougher	17	28.8
No, Varied Reasons	5	8.5
No, Easier	2	3.4
No, Other	3	5.1
Total	59	100.0

Table 34

Leaver Opinion Regarding Re-enrollment

	Frequency	Percentage
Yes	14	24.2
No	20	34.5
Uncertain	24	41.4
Total	58	100

Thirty-eight leavers wished they could have remained in the vocational class/program. There were no significant differences between institutions on desire to stay in the program, but there were significant differences between the way males and females responded to this question. More

males indicated that they wished they could have stayed in the class/program than was expected. Table 35 charts this "crosstabulation."

Table 35
Comparison Between Male and
Female Regarding Desire
to Stay in Programs

	Yes	No	Don't Know	Total
Females	13	10	3	26
Males	25	6	0	31
Total	38	16	3	57

$$\chi^2 = 7.41 \text{ 2df } p < .02$$

The majority of the leavers did, however, indicate that they got what they wanted from the school. "Crosstabulations" with these responses indicated no significant differences based on institution, sex, age, high school rank, or reason for entering that program. The distribution of the frequencies is in Table 36.

It is interesting to note that almost two-thirds of the respondents wished they could have remained in the vocational program and almost three-fourths of them reported getting what they wanted from the school. It appears that they found the vocational experience to be worthwhile and would have liked to continue with it.

Table 36

Leaver Opinion Regarding Their
Getting What They Wanted

	Frequency	Percentage
Yes	44	74.6
No	13	22
Don't Know	2	3.4
Total	59	100.0

Factors Affecting Withdrawal

Students were fairly evenly divided in the stage at which they dropped programs. A few more reported dropping midway through the class/program than at the beginning or the end. When compared with high school rank or institution, there were no significant differences. Table 37 is the distribution of the reported drop stages

Table 37

Stage Which Leavers Dropped

	Frequency	Percentage
Beginning	17	32.7
Midway	19	36.5
End	16	30.8
Total	52	100.0

Of those who discussed their decision to withdraw before they dropped from the classes/program, the greatest number reported talking with a member of the community

college staff. Twenty-two students (37.3 percent) said they talked with a staff member other than a counselor. A total of 74.5 percent of the instructors, on the other hand, reported that they usually or always discussed with students their plans to drop courses or programs (Table 11). Table 38 is a summary of the responses concerning discussion of their drop decision.

Table 38
Individuals Who Discuss Leaver Drop
Decision Before Actual Withdrawal

	Frequency	Percentage
Parent	10	16.9
High School Staff	1	1.7
Comm. College Counselor	14	23.7
Comm. College Staff	22	37.3
Friend	2	3.4
Other	6	10.2
Total	*	*

* Total represents multiple responses

Slightly over 57 percent of the students indicated that the staff at the community college provided support and assistance to help them make the right decision. Of these, the majority stated that both the counselor and instructor were helpful to them. There were no significant differences among the respondents when compared with their reported high school rank or institution. Table 39 tabulates the opinions of the leavers regarding the staff assistance and support with their withdrawal decision.

Table 39

Leaver Opinion of Staff Assistance
with Withdrawal Decision

	Frequency	Percentage
Staff Was Helpful	34	57.6
*Counselor 28		
*Instructor 20		
No Help from Staff	18	30.5
No Response	7	11.9
Total	59	100.0

*Multiple responses

The number of leavers who believed the college staff tried to help them stay in school is shown in Table 40. More than half reported that the staff tried, to some degree, to retain them in the class/program. Those who reported "Other" usually indicated that they did not tell staff of their drop decision.

Table 40

Leaver Opinion of Staff Help
with Retention

	Frequency	Percentage
Yes	25	42.4
Yes, Not Much	8	13.6
No	13	22
Other	8	13.6
No Response	5	8.5
Total	59	100

Unlike the instructors, the students did not select course difficulty as the main reason they dropped (Figure 5). The response most often checked was "Other." Twenty-seven of the respondents made narrative comments (Appendix D) regarding their reasons for dropping. These can be classified into categories. Table 41 shows this classification.

Table 41
Type of Leaver Comments Regarding
Drop Reasons

	Frequency
Program Not Appropriate for Me	9
Illness, Medical, Personal	7
Unhappy with College Staff	4
Moved or Transferred	2
Went as Far as I Wanted to	3
Lacked Skills	1
Financial Problems	1
Total	27

When asked to choose from among five reasons the one which applied to their situation, the students chose "Home/Work Responsibilities" more often than any of the other four. The majority, however, gave "Other Reasons" as their response. The summary of students' reasons for dropping is in Table 42.

The drop reasons were rather evenly distributed between the sexes and throughout the age groups, with the exception of a slightly higher percentage of the leavers

in the 26-40 age group reporting withdrawing due to home and work responsibilities.

Table 42
Leaver Reasons for Dropping

	Frequency	Percentage
Home/Work Responsibility	16	27.1
Courses Too Difficult	7	11.9
Financial Problems	6	10.2
Training Not Necessary for Career Plans	5	8.5
Courses Too Easy	4	6.8
Other	24	40.7
Total	*62	*

*Result of multiple responses

The changes recommended by students to increase retention also show variance with those selected by the instructors (Figure 6). "More Financial Aid" was the change the students selected most often followed by "Better Scheduling," "Different Method of Instruction," "More Help with Studies," and "Better Classes." Table 43 lists the changes recommended by the students.

Figure 7 shows a comparison between the percent of students who dropped for financial reasons or because the courses were too difficult and the percent of students who recommended changes which would alleviate those conditions.

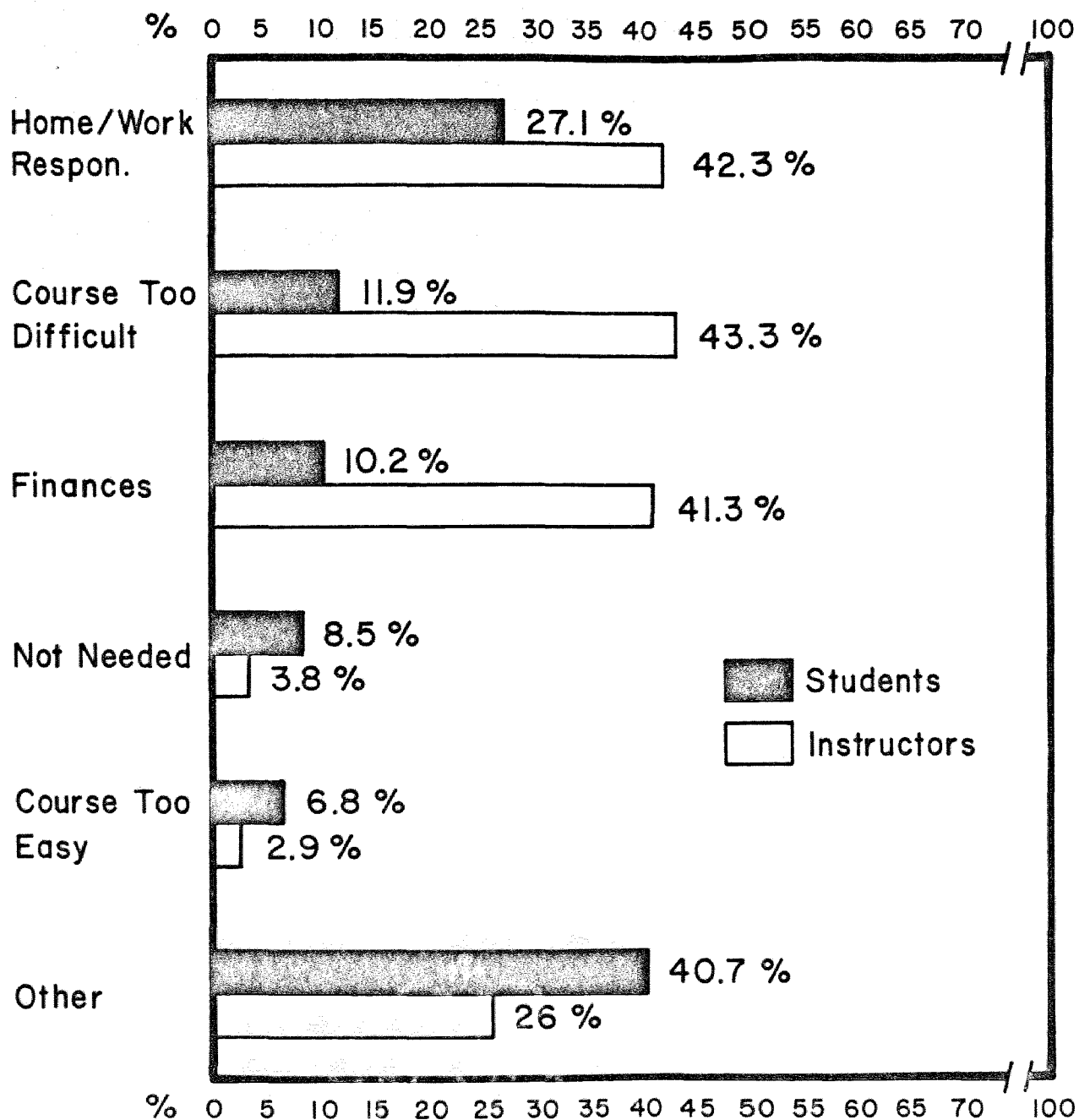


Figure 5

A Comparison of Instructors' and Students'
 Choices of Reasons Why Students Drop
 Vocational Classes/Programs

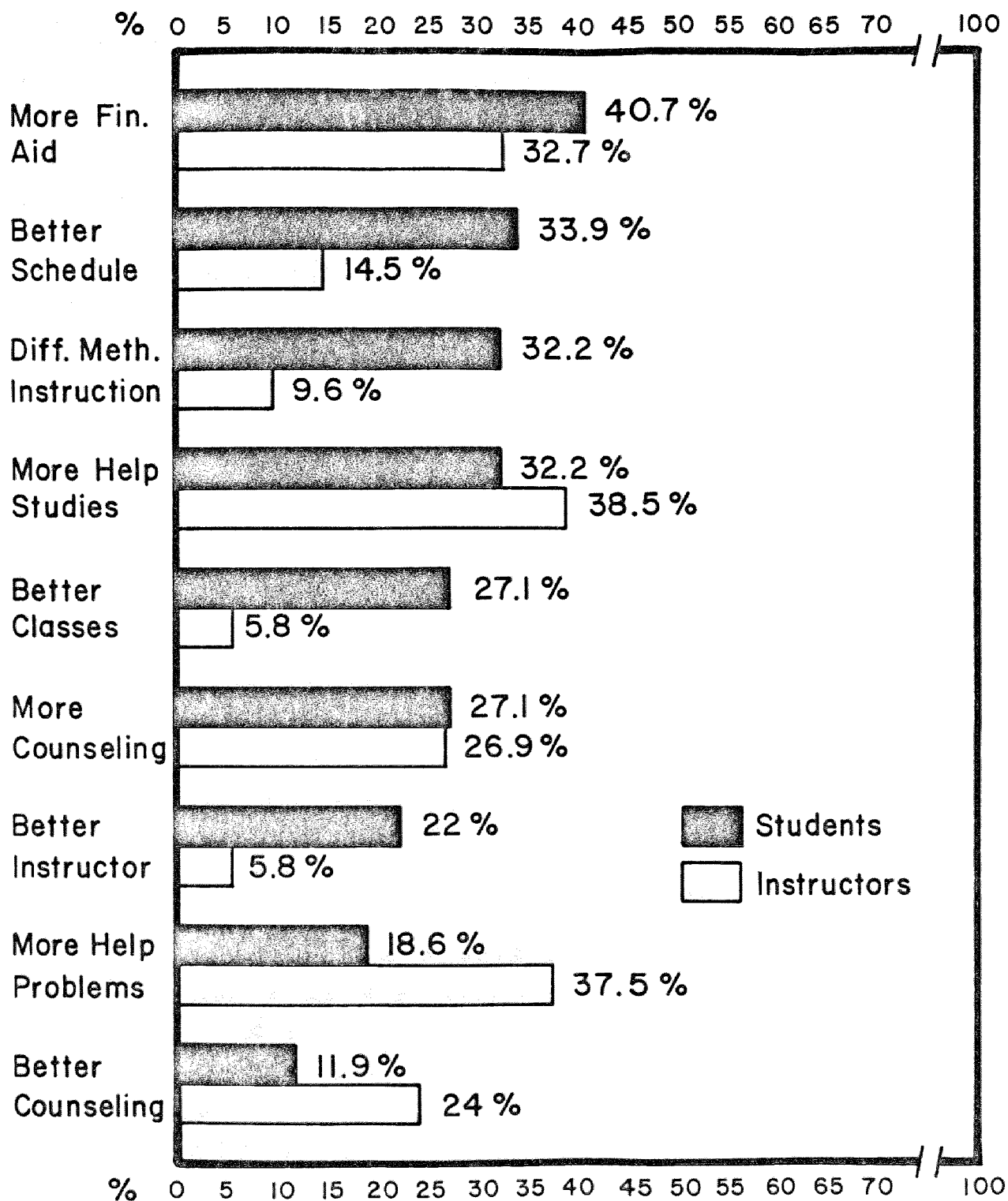


Figure 6

A Comparison of Instructors and Students
Recommended Changes to Encourage
Students to Stay in Vocational
Classes

Table 43
Changes Recommended by Leavers
to Aid Retention

	Frequency	Percentage
More Financial Aid	24	40.7
Better Schedule	20	33.9
Different Method Instruction	19	32.2
More Help Studies	19	32.2
Better Classes	16	27.1
More Counseling	16	27.1
Better Instructor	13	22.0
More Help Problems	11	18.6
Better Counseling	7	11.9
Totals	*	*

* Total Greater than 100% due to multiple responses

Self Perceptions as Student

Many students reported that neither attendance (79.7 percent) nor being tardy (93.2 percent) was a problem. They also reported that the effort they put forth during their stay in the program was moderately high. On a five point scale (one representing "Very Little Effort" and five representing "Extensive Effort"), the mean result was 3.83. A similar scale was used to measure how the students perceived their own attitude and behavior while in that course/program. A score of one (1) represented an "Unacceptable Attitude" and a five (5) represented an "Excellent Attitude." The resulting mean score from the responses was 3.93, indicating that, overall, the students felt their attitudes were fairly good ones.

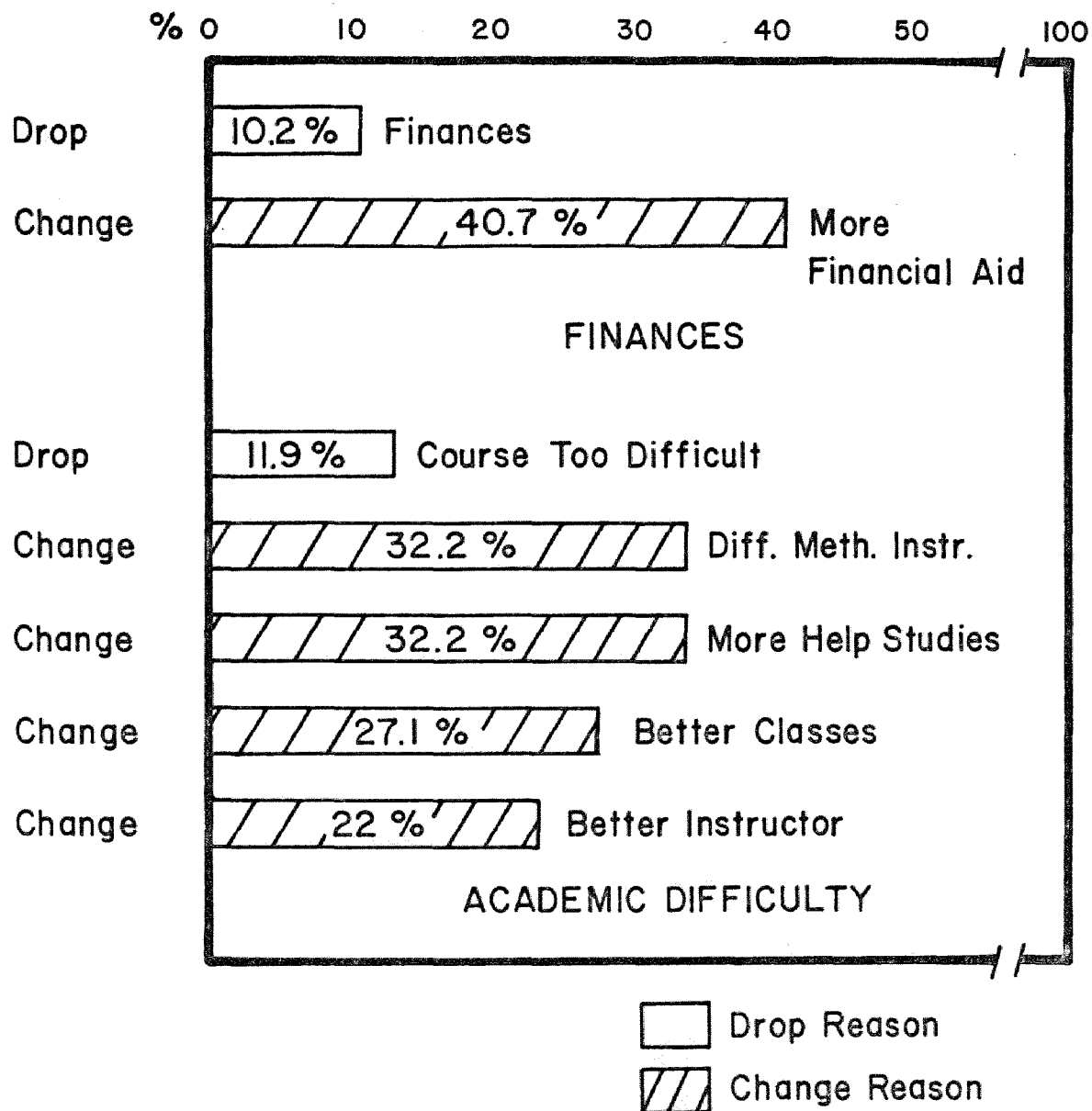


Figure 7

Comparison Between Student Drop Reasons
and Recommended Changes

Instructional Support

Although only 11.9 percent indicated that they dropped because of academic difficulties (Figure 7), many recommended changes to improve instructional services: 32.2 percent stated that retention could be improved by including a different method of instruction; 32.2 percent recommended more tutorial help; 27.1 percent recommended better classes; and 22 percent suggested better instructors.

Although only 15 percent reported that a community college staff member other than a counselor was involved in their decision to enroll in a vocational program (Table 30), thirty-one reported that they did at least talk with an instructor before enrolling. Twenty-two reported that they discussed their decision to drop with an instructor before doing so (Table 38) and twenty said that the instructor provided support and assistance with the withdrawal decision (Table 39).

Seventeen of the students reported having some communication problems with an instructor. The respondents' narrative comments (Appendix D) show that the types of complaints can be classified into five categories. Table 44 summarizes those comments.

The changes most often recommended by the students indicate that many of them feel that it would be easier to stay in school if instruction could be improved, they had more help with their lessons, or they had a better

instructor. Thirty-one students made comments about their recommended changes (Appendix D). The majority talked about the need for help with their studies. Table 45 classifies these comments.

Table 44
Types of Communication Problems
with Instructors

	Frequency
Instructor Not Easily Approachable	6
Instructor Generally a Problem	4
Instructor Not Available	3
Instructor Not Helpful with Lessons	2
Instructor Not Impartial	2
Total	17

Table 45
Student Comments Regarding Recommended
Program Changes

	Frequency
Improve Help with Studies	16
Change the Curriculum	7
Clarify Expectations	4
Change College Personnel	3
Improve Facilities	1
Total	31

The student comments also identified the factors which they felt would have helped them stay in the programs (Appendix D). Once again, the most common remark referred to the need for more help with their studies.

Table 46 summarizes these comments.

Table 46

Student Identification of Factors
to Aid Retention

	Frequency
Help with Studies	12
Financial Help	6
Change Curriculum	5
Change Personnel	5
Health, Other	3
Appropriate Program	3
Travel Distance	2
Total	36

Counseling Support

Seven students said that the community college counselors were involved in their decision to enroll in vocational programs (Table 30) and 64.4 percent indicated that they talked with a counselor before enrolling in the program (Table 31). They did not involve the counselors in their drop decision as much as they did their instructors (Table 38), but 23.7 percent did discuss their decision with a counselor prior to dropping. The counselor was viewed by twenty-eight students as being helpful during withdrawal by providing support and assistance (Table 39).

Only six of the students reported having communication problems with a counselor and there were very few narrative comments made about the counseling services.

Sixteen respondents recommended more counseling to aid retention; whereas, seven students recommended better counseling (Table 43). Eleven leavers suggested that having more help with their personal problems would encourage students to stay in school.

Handicapped Students

Only two students reported that they had been identified by their institutions as handicapped. They both agreed with the classification. None of those who had not been identified as handicapped felt they should have been.

Economically Disadvantaged Students

Five respondents said their institutions had them identified as economically disadvantaged and they agree with that classification. Five others reported that they were not identified in this category and felt they should have been.

Thirty-one students said they used some type of financial aid for their college studies. More males than females reported using financial aid. Seventy percent of the financial aid users were males. Of those not using financial aid, 62 percent were female. Table 47 shows the distribution of the financial aids.

Only 10 percent of the students reported "Financial Problems" as being their main reason for dropping (Table 42); however, having "More Financial Aid" was the most common change recommended to increase retention (Table 43).

Table 47
Types of Financial Aid Used by Students

	Frequency	Percentage
Veterans Admin. Benefits	4	6.8
Basic Ed. Opportunity Grant	13	22.0
Guaranteed Student Loan	11	18.6
College Work Study	1	1.7
State Iowa Scholarship	2	3.4
Total	31	52.5

Academically Disadvantaged
Students

Five students reported that they were identified by their institution as academically disadvantaged and all five agreed with this classification. One other student indicated that he/she should have been classified academically disadvantaged but was not.

Not all of the students were able to recall their high school rank. Of the forty-five who did report, only six (about 13 percent) were between the twenty-fifth and forty-ninth percentile of their graduation class. No one reported below the twenty-fourth percentile. A "crosstabulation" between high school rank and institution resulted in a significantly different distribution than was expected. Students from NITC reported themselves to have a lower high school rank than students from the other institutions. Table 48 shows the distribution.

Table 48
Crosstabulation Between High School
Rank and Institution

	High School Percentile Rank					Total
	91-100	74-90	50-74	25-49	1-24	
DMACC	5	4	10	0	0	19
SCC	0	3	8	1	0	12
NITC	0	0	9	5	0	14
Total	5	7	27	6	0	45

$$\chi^2 = 18.4 \text{ 6df } p. < .005$$

A "crosstabulation" between sex and high school rank also revealed significant differences. More males reported their rankings below the seventy-fourth percentile than was expected. The significance was beyond the .05 level. This is shown in Table 49.

Table 49
Crosstabulation Between High
School Rank and Sex

	High School Percentile Rank					Total
	91-100	75-90	50-74	25-49	1-24	
Females	5	5	8	2	0	20
Males	0	2	19	4	0	25
Total	5	7	27	6	0	45

$$\chi^2 = 11.01 \text{ 3df } p. < .01$$

Although only 12 percent reported academic difficulties as their main reason for dropping (Table 42), the recommended changes indicate that the students wanted more help with their studies (Table 43). A total of 28.8 percent said the course/program was tougher than they expected (Table 33). The evidence that students needed and wanted more help with their studies was found in the number of narrative comments concerning their frustration at course work that appeared too difficult for them. (Appendix D)

Chapter 5

SUMMARY AND CONCLUSIONS

Summary

Both handicapped and disadvantaged students are, at least by some instructors, counseled out of programs based on the prediction that they will fail. They are barred from programs due to skill deficiencies and lack of educational background. The responses from the instructors indicate that their expectation was that students enrolling in their courses should have specific skills and educational experiences. If they did not have them, they were discouraged from enrolling. Even though 43.3 percent of instructors felt that students drop from programs because the course work was too difficult, only 9.6 percent of the instructors recommended a different method of instruction; 5.8 percent recommended better instructors; and 5.8 percent recommended better classes. This indicates that although the instructors felt students need tutorial help, they believed this help should come from outside the classroom.

Many vocational classes presented an additional barrier to the economically disadvantaged, for a large majority of the instructors indicated that students were required to purchase supplies, tools, equipment, and other instructional

necessities. Even though a majority of the instructors did not feel that this prevented some students from entering or staying in the program, they demonstrated that they were aware of a financial drain on students for 43.3 percent believed that "Financial Problems" was a major reason students withdrew from courses and programs. Although students did not report this as a major drop reason, "More Financial Aid" was recommended by 40.7 percent of them to increase retention. In order to stay in college, students must maintain jobs which, in turn, interfered with college schedules and decreased the amount of time they needed to study.

The handicapped were also discouraged from entering programs if the instructors felt they would fail. The necessity for able-bodied students to perform the physical tasks necessary was a reason given by many vocational instructors for discouraging handicapped students from entering programs. The instructors also discouraged handicapped students from entering their program if they believed that the students would not be able to be gainfully employed in a particular field.

The instructors viewed both the characteristics of the handicapped and the disadvantaged as being different from those of the non-handicapped and non-disadvantaged. They also felt that the services required of them by these two groups of students were greater than those required by other students.

Many of the students felt that they needed more

from the institution than it was able to provide. There were many factors which worked against students that were beyond the control of the community colleges, such as family responsibilities and travel distance. There was, however, much data that demonstrated that the students had a strong desire to succeed. Most of them felt the programs were good ones and many wished they could have stayed and, in fact, hoped to return some day. The number and type of student comments clearly indicate that the students wanted the community colleges to give them more information about the programs and what is expected of students enrolling in them. Many of them felt they needed help to succeed and they would have liked the staff to be able to provide that help.

Admission standards and policies, especially in the Health Careers, prevent academically disadvantaged students from entering programs. Handicapped students were discouraged from entering some programs in all four curriculum areas. Half of the instructors reported that their course objectives limited the handicapped and the disadvantaged from enrolling. They generally discouraged severely disabled persons from attempting a program which called for much agility and strength. They also advised students with low basic skills to avoid enrolling in programs which required good reading comprehension or math achievement.

Conclusions

The first hypothesis to be tested by this study was: the behavior of post-secondary vocational/technical instructors does not discriminate against special needs students as reported by their responses to a questionnaire. The data indicate that this hypothesis should be rejected. The degree of discrimination is not clear, but it does exist in some of the vocational programs in the community colleges. Whether or not it is justified is another matter. The academically disadvantaged appear to suffer the greatest amount of discrimination as they are barred from programs or doomed to failure when their skill deficiencies prevent them from meeting the course objectives.

Fifty percent of the instructor respondents felt that course objectives may limit the participation of handicapped students, while another 15 percent were not sure whether they do or not. Only 53 percent said they felt the institution provided adequate support services for handicapped students. The percentages for disadvantaged students were similar.

There is cause for concern when instructors rate their disadvantaged students significantly below their handicapped students on traditionally desirable work and school traits. This may reflect a bias that suggests the "self-fulfilling prophecy." These data suggest the need for awareness and in-service for all institutional staff in

the area of providing better services for disadvantageded students.

The second hypothesis to be tested was: the perceptions of the 1980-81 post-secondary drop-outs from the vocational/technical program does not indicate a negative student support system within that institution. The evidence was not great, but based on the number and type of comments made by both students and instructors, this hypothesis should also be rejected. The students felt that there were changes that the college could institute which could have prevented their leaving programs. College staff, policies, and procedures were frequent factors which influenced the success or failure of students in the vocational programs. The responses indicated that all of these factors do, to some degree, work against special needs students.

Although only 11.9 percent of the leavers reported that they dropped vocational programs because the courses were too difficult, many recommended changes within the institution to help students stay in school. These changes included a different method of instruction (32.2 percent), more help with studies (32.2 percent), better classes (27.1 percent), and better instructors (22 percent). Thirty-one students made narrative comments regarding the need for improved help with studies, changes in curriculum, clarification of expectations, changes in college personnel, and improved facilities.

Although 57.6 percent of the students reported that

the college staff was helpful in assisting them in their decision to withdraw, 30.5 percent said they had no help from the staff with their decision. Twenty-two percent of the students said that the staff did not try to help them stay in school and 13.6 percent said that the college staff helped a little but not much. Seventeen students reported that the behavior of the instructors made communication with them difficult.

There were inconsistencies between the reasons given by both students and instructors for dropping and the changes they might recommend to help students stay in programs. This seems to support the long standing knowledge that the drop-out phenomena is an extremely complex one, and that simple answers and forthright solutions do not exist.

The third hypothesis was: institutional policies do not discriminate against the admission and progression of special needs students in post-secondary vocational/technical programs. This, too, should be rejected. Special needs students are barred from enrollment based on instructor opinion or their prediction of future success. Although many of the instructors' reasons appear logical, there are some of them which are highly questionable such as the practice of discouraging the hearing impaired because much of the instruction is in the form of lecture, the policy of discouraging a disabled person from entering commercial art because of perceived attitudes found in the business world, or discouraging individuals because their race is viewed as

an impediment to employment. In addition, the high number of vocational courses which required funds for special equipment and tools places a greater hardship on the economically disadvantaged.

The data in this study are not sufficient to warrant any conclusions regarding elimination of students from the enrollment process. Other than the need to provide their own materials and supplies for some curricula, which may be prohibitive to economically disadvantaged students, and some instructors' hesitancy to admit students with certain "limiting" characteristics, little evidence of institutional policy discrimination was found. It does appear, however, that once enrolled, handicapped and disadvantaged students may have problems of success in certain curricula due to the attitudes and opinions expressed by respondents to the survey questionnaire. That would appear to be discriminatory at the individual instructor level rather than at the institution level.

A relatively high (64.4 percent) number of students talked with a community college counselor before entering the programs. Perhaps this phase of the counseling should be analyzed more closely in an effort to reduce the number of dropouts, and to minimize the problems students encounter once enrolled.

More information regarding the supportive environment in post-secondary vocational programs is necessary before drawing any definitive conclusions. The Iowa

Department of Public Instruction may wish to conduct a similar study of the perceptions of staff and drop-outs from the other twelve Iowa community colleges. Data from the three institutions in this study may not accurately represent the staff and student perceptions of the supportive climate in post-secondary vocational schools throughout the state.

Sixty percent of the DMACC staff did not respond to the questionnaire. Fifty-three percent of the SCC staff did not respond; 22.5 percent of the NITC staff did not respond. These institutions may wish to conduct an in-house program which encourages more of the staff to participate. Of particular interest may be a probing into the reasons why staff perceive the characteristics of handicapped and disadvantaged students as being different from those of non-handicapped and non-disadvantaged students.

The data suggest that community colleges should continue to work with staff through in-service programs and resource personnel to increase staff awareness of their vital role in facilitating the success of special needs students within their institutions. There have been few studies which investigate the success of handicapped and disadvantaged students in post-secondary institutions. Now that more of these students are entering vocational programs, it is important that community colleges work to provide them with appropriate programs which enable them to achieve the success they desire.

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APPENDIX A

FACULTY QUESTIONNAIRES

Faculty Questionnaire Submitted to Des Moines Area Community College
Career Directors in October, 1981

October-November, 1981

Vocational/Technical Instructors'
Questionnaire

Career program or department _____

School _____

The Department of Public Instruction is interested in your perceptions of some of the students you serve. Please complete the following statements by choosing a response that is appropriate for you. There are no right or wrong answers. Please answer by indicating your personal opinion.

HANDICAPPED AND DISADVANTAGED STUDENTS

1. Does your school have any administration policies, rules, and/or procedures for identifying handicapped students?
 - ☐ a. Yes, formal ones (written)
 - ☐ b. Yes, informal ones (unwritten)
 - ☐ c. No
 - ☐ d. Don't know
2. Does your school have any administration policies, rules, and/or procedures for identifying disadvantaged students?
 - ☐ a. Yes, formal ones (written)
 - ☐ b. Yes, informal ones (unwritten)
 - ☐ c. No
 - ☐ d. Don't know
3. What categories of handicapped students were included in your classes during 1980-81:
 - ☐ a. Mentally retarded
 - ☐ b. Learning disabled
 - ☐ c. Emotionally disabled
 - ☐ d. Crippled
 - ☐ e. Visually handicapped
 - ☐ f. Hearing impaired
 - ☐ g. Speech impaired
 - ☐ h. Other health impairments
 - ☐ i. Multi-handicapped
4. What categories of disadvantaged students were included in your classes during 1980-81:
 - ☐ a. Academically disadvantaged (reading, computational, language deficiency, writing, bilingual)
 - ☐ b. Socio-economic or non-academic effect (behavior-defiant, attitude-passive)

- _____ c. Economically (economic assistance, geographically isolated, unemployed or underemployed)
- _____ d. Other remediable effects ("catch all") ill health, no transportation, migrant family, disruptive or unconducive home and family conditions
5. Have you ever participated in a training program(s) for vocational ed. personnel to work with handicapped students:
- _____ a. Yes, college courses
- _____ b. Yes, in-service program(s)
- _____ c. No
6. Have you ever participated in a training program(s) for vocational ed. personnel to work with disadvantaged students:
- _____ a. Yes, college courses
- _____ b. Yes, in-service program(s)
- _____ c. No
7. To what extent are you interested in participating in an in-service training program for vocational ed. personnel to work with handicapped students:
- | | | | | |
|----------------|---|---|---|-----------------|
| Not interested | | | | Very interested |
| 1 | 2 | 3 | 4 | 5 |
8. To what extent are you interested in participating in an in-service training program for vocational ed. personnel to work with disadvantaged students:
- | | | | | |
|----------------|---|---|---|-----------------|
| Not interested | | | | Very interested |
| 1 | 2 | 3 | 4 | 5 |
9. What vocational program do handicapped students seem to prefer in this school:
- a.
- b.
- c.
10. What vocational programs do disadvantaged students seem to prefer in this school:
- a.
- b.
- c.
11. If there were no handicapped in your classes, what do you feel were the main reasons:
- a.
- b.
- c.

12. If there were no disadvantaged in your classes, what do you feel were the main reasons:
- a.
 - b.
 - c.
13. Are there any administrative policies, rules, procedures, that tend to make it difficult, or prevent, certain students from participating in your vocational programs/classes:
- ☐ a. Yes, formal (written) ones
 - ☐ b. Yes, informal (unwritten) ones
 - ☐ c. No
14. Have architectural barriers to the handicapped been eliminated from this campus:
- ☐ a. Yes
 - ☐ b. No
 - ☐ c. Don't know
15. Do you feel the performance objectives or standards of your classes might limit the participation of the handicapped student:
- ☐ a. Yes
 - ☐ b. No
 - ☐ c. Don't know
16. Do you feel the performance objectives or standards of your classes might limit the participation of the disadvantaged student:
- ☐ a. Yes
 - ☐ b. No
 - ☐ c. Don't know
17. For what reason, if any, would you try to persuade a student NOT to enter one of your vocational classes:
- | | Handicapped | Disadvantaged |
|----|-------------|---------------|
| a. | | a. |
| b. | | b. |
| c. | | c. |
18. To what extent are handicapped students able to compete with the other students in your classes:
- | Not at all | | | | | Successfully |
|------------|---|---|---|---|--------------|
| 1 | 2 | 3 | 4 | 5 | |
19. To what extent are disadvantaged students able to compete with the other students in your classes:
- | Not at all | | | | | Successfully |
|------------|---|---|---|---|--------------|
| 1 | 2 | 3 | 4 | 5 | |

20. To what extent do handicapped students require high levels of:
- | | little | | | | extensive |
|---------------------|--------|---|---|---|-----------|
| a. Motivation | 1 | 2 | 3 | 4 | 5 |
| b. Extra assistance | 1 | 2 | 3 | 4 | 5 |
| c. Extra time | 1 | 2 | 3 | 4 | 5 |
21. To what extent do disadvantaged students require higher levels of:
- | | little | | | | extensive |
|---------------------|--------|---|---|---|-----------|
| a. Motivation | 1 | 2 | 3 | 4 | 5 |
| b. Extra assistance | 1 | 2 | 3 | 4 | 5 |
| c. Extra time | 1 | 2 | 3 | 4 | 5 |
22. Do you feel there are adequate support or resource personnel in your school to provide services for handicapped students to successfully complete vocational education classes:
- _____ a. Yes
- _____ b. No
- _____ c. Don't know
- What additional assistance should be provided:
23. Do you feel there are adequate support or resource personnel in your school to provide services for disadvantaged students to successfully complete vocational education classes:
- _____ a. Yes
- _____ b. No
- _____ c. Don't know
- What additional assistance should be provided:
24. Do you think handicapped students will be competent to work in the vocation you teach if they complete the program?
- _____ a. Yes
- _____ b. No
- _____ c. Don't know
25. Do you think disadvantaged students will be competent to work in the vocation you teach if they complete the program?
- _____ a. Yes
- _____ b. No
- _____ c. Don't know
26. How much emphasis do you place on improving or developing self-concept of handicapped students in your class:
- | Very little | | | | Extensive |
|-------------|---|---|---|-----------|
| 1 | 2 | 3 | 4 | 5 |
27. How much emphasis do you place on improving or developing self-concept of disadvantaged students in your class:
- | Very little | | | | Extensive |
|-------------|---|---|---|-----------|
| 1 | 2 | 3 | 4 | 5 |

28. Do you do anything in your classes to improve attitudes of regular students toward handicapped students:
- _____ a. Yes
_____ b. No
29. Do you do anything in your classes to improve attitudes of regular students toward disadvantaged students:
- _____ a. Yes
_____ b. No
30. Do you find any difference between non-handicapped and handicapped students in their:
- | | None | | | Extensive | |
|---|------|---|---|-----------|---|
| a. Willingness to accept responsibility | 1 | 2 | 3 | 4 | 5 |
| b. Attendance | 1 | 2 | 3 | 4 | 5 |
| c. Punctuality | 1 | 2 | 3 | 4 | 5 |
| d. Personal appearance | 1 | 2 | 3 | 4 | 5 |
| e. Reliability | 1 | 2 | 3 | 4 | 5 |
| f. Discipline | 1 | 2 | 3 | 4 | 5 |
31. Do you find any difference between non-disadvantaged students and disadvantaged students in their:
- | | None | | | Extensive | |
|---|------|---|---|-----------|---|
| a. Willingness to accept responsibility | 1 | 2 | 3 | 4 | 5 |
| b. Attendance | 1 | 2 | 3 | 4 | 5 |
| c. Punctuality | 1 | 2 | 3 | 4 | 5 |
| d. Personal appearance | 1 | 2 | 3 | 4 | 5 |
| e. Reliability | 1 | 2 | 3 | 4 | 5 |
| f. Discipline | 1 | 2 | 3 | 4 | 5 |
32. Do you utilize any of the following techniques to help handicapped and disadvantaged students gain competencies needed in the world of work:
- _____ a. Task analysis
_____ b. Criteria referencing
_____ c. Individualizing
_____ d. Work samples
_____ e. Other (specify)
33. Do you use different evaluation criteria for handicapped and disadvantaged than for non-handicapped and non-disadvantaged:
- _____ a. Yes
_____ b. No
34. Have you collaborated with Special Education and other responsible persons to enhance the success of handicapped students in your classes:
- _____ a. Always
_____ b. Occasionally
_____ c. Never

35. Have you collaborated with Special Education and other responsible persons to enhance the success of disadvantaged students in your classes:
- _____ a. Always
 _____ b. Occasionally
 _____ c. Never
36. Are job placement services provided for handicapped students:
- _____ a. Yes
 _____ b. No
 _____ c. Don't know
37. Are job placement services provided for disadvantaged students:
- _____ a. Yes
 _____ b. No
 _____ c. Don't know

ALL STUDENTS

38. What criteria do you use, as a teacher, to determine who may enroll in your classes:
- a.
 b.
 c.
39. Are students provided funds or materials to participate in your vocational education classes:
- _____ a. Yes
 _____ b. No
40. If yes to question 39, does this eliminate certain students from participation:
- _____ a. Yes
 _____ b. No
 _____ c. Don't know
41. What formal or informal methods are used to help students make career choices:
- Formal:
- Informal:
42. To what extent do you think your counselors do an adequate job of informing students regarding the vocational programs:
- | | | | | | |
|------------|---|---|---|---|-----------|
| Not at all | | | | | Extensive |
| 1 | 2 | 3 | 4 | 5 | |

43. To what extent are students who do not seem to be appropriately placed in your classes counseled into appropriate alternative programs:
- ☐ a. Always
 - ☐ b. Sometimes
 - ☐ c. Never
44. During the 1980-81 school year, students have dropped from your vocational education classes. Did you discuss their plans prior to their dropping the class:
- ☐ a. Always
 - ☐ b. Usually
 - ☐ c. Hardly ever
45. Do you conduct and interpret follow-up studies of students who have dropped from your classes:
- ☐ a. Yes
 - ☐ b. No
46. What do you think was the main reason students dropped vocational classes:
- ☐ a. Course work too difficult
 - ☐ b. Course work not challenging enough
 - ☐ c. Financial reasons
 - ☐ d. Class interfered with home/work responsibilities
 - ☐ e. Did not need additional training for career plans
47. What changes would you recommend to encourage students to stay in vocational classes:
- ☐ a. More financial aid
 - ☐ b. Different method of instruction
 - ☐ c. Better instructors
 - ☐ d. Better classes
 - ☐ e. Better scheduling
 - ☐ f. Better counseling
 - ☐ g. More counseling
 - ☐ h. More help with student personal problems
 - ☐ i. More help with their studies (tutorial, learning center)
 - ☐ j. Other (specify)

Revised Faculty Questionnaire, November, 1981

November, 1981

Vocational/Technical Instructors'
Questionnaire

Career program or department _____

School _____

The Department of Public Instruction is interested in your perceptions of some of the students you serve. Please complete the following statements by choosing a response that is appropriate for you. There are no right or wrong answers. Please answer by indicating your personal opinion.

1. What criteria do you use, as a teacher, to determine who may enroll in your classes:

a.

b.

c.

2. Are students provided funds or materials to participate in your vocational education classes:

_____ a. Yes

_____ b. No

3. If yes to question 2, does this eliminate certain students from participation:

_____ a. Yes

_____ b. No

_____ c. Don't know

4. What formal or informal methods are used to help students make career choices:

Formal (written):

Informal (unwritten):

5. To what extent do you think your counselors do an adequate job of informing students regarding the vocational programs:

Not at all

1

2

3

4

Extensive

5

6. To what extent are students who do not seem to be appropriately placed in your classes counseled into appropriate alternative programs:
- ☐ a. Always
 - ☐ b. Sometimes
 - ☐ c. Never
7. Do you utilize any of the following techniques to help students gain competencies needed in the world of work:
- ☐ a. Task analysis
 - ☐ b. Criteria referencing
 - ☐ c. Individualizing
 - ☐ d. Work samples
 - ☐ e. Other (specify)
8. During the 1980-81 school year, students have dropped from vocational education classes. If some of them dropped from your classes, did you discuss their plans prior to their dropping?
- ☐ a. Always
 - ☐ b. Usually
 - ☐ c. Hardly ever
 - ☐ d. No drops
9. Do you conduct and interpret follow-up studies of students who have dropped from your classes:
- ☐ a. Yes
 - ☐ b. No
10. What do you think was the main reason students dropped vocational classes:
- ☐ a. Course work too difficult
 - ☐ b. Course work not challenging enough
 - ☐ c. Financial reasons
 - ☐ d. Class interfered with home/work responsibilities
 - ☐ e. Did not need additional training for career plans
 - ☐ f. Other (specify)
11. What changes would you recommend to encourage students to stay in vocational classes:
- ☐ a. More financial aid
 - ☐ b. Different method of instruction
 - ☐ c. Better instructors
 - ☐ d. Better classes
 - ☐ e. Better scheduling
 - ☐ f. Better counseling
 - ☐ g. More counseling
 - ☐ h. More help with student personal problems
 - ☐ i. More help with their studies (tutorial, learning center)
 - ☐ j. Other (specify)

12. There is some evidence to indicate that a larger proportion of handicapped and disadvantaged (low in basic skills such as reading or math or cannot afford college without financial aid) students dropout than do other students. Based on your experiences do you support this view?
- _____ a. Yes, it appears that proportionately more handicapped and disadvantaged students leave programs
- _____ b. No, there appears to be little difference
- _____ c. Am not sure
13. Are there any administrative policies, rules, or procedures that tend to make it difficult, or prevent, certain students from participating in your vocational programs/classes:
- _____ a. Yes, formal (written) ones
- _____ b. Yes, informal (unwritten) ones
- _____ c. No
14. Have architectural barriers to the handicapped been eliminated from this campus:
- _____ a. Yes
- _____ b. No
- _____ c. Don't know
15. Do you feel the performance objectives or standards of your classes might limit the participation of the handicapped students:
- _____ a. Yes
- _____ b. No
- _____ c. Don't know
16. Do you feel the performance objectives or standards of your classes might limit the participation of the disadvantaged students:
- _____ a. Yes
- _____ b. No
- _____ c. Don't know
17. For what reason, if any, would you try to persuade a student NOT to enter one of your vocational classes:
- | Handicapped | Disadvantaged |
|-------------|---------------|
| a. | a. |
| b. | b. |
| c. | c. |

If you have had handicapped or disadvantaged students in your classes last year, please respond to questions 18-23.

(Circle the rating you would give on the scale of 1 to 5 for questions 18 through 21.)

18. Do you find any difference between non-handicapped and handicapped student in the handicapped student's:

	Poorer			Better	
a. Willingness to accept responsibility	1	2	3	4	5
b. Attendance	1	2	3	4	5
c. Punctuality	1	2	3	4	5
d. Personal appearance	1	2	3	4	5
e. Reliability	1	2	3	4	5
f. Discipline	1	2	3	4	5

19. Do you find any difference between non-disadvantaged students and disadvantaged students in the disadvantaged student's:

	Poorer			Better	
a. Willingness to accept responsibility	1	2	3	4	5
b. Attendance	1	2	3	4	5
c. Punctuality	1	2	3	4	5
d. Personal appearance	1	2	3	4	5
e. Reliability	1	2	3	4	5
f. Discipline	1	2	3	4	5

20. To what extent do handicapped students require higher levels of:

	Little			Extensive	
a. Motivation	1	2	3	4	5
b. Extra assistance	1	2	3	4	5
c. Extra time	1	2	3	4	5

21. To what extent do disadvantaged students require higher levels of:

	Little			Extensive	
a. Motivation	1	2	3	4	5
b. Extra assistance	1	2	3	4	5
c. Extra time	1	2	3	4	5

22. Do you feel there are adequate support or resource personnel in your school to provide services for handicapped students to successfully complete vocational education classes:

- ☐ a. Yes
☐ b. No
☐ c. Don't know

What additional assistance should be provided:

23. Do you feel there are adequate support or resource personnel in your school to provide services for disadvantaged students to successfully complete vocational education classes:

- ☐ a. Yes
☐ b. No
☐ c. Don't know

What additional assistance should be provided:

Changes in Revised Faculty Questionnaire, November 1981

Omit items two and three.

Insert following items to replace:

2. For your program, are students required to purchase special supplies, tools, equipment, or other instructional necessities?
☐ a. Yes
☐ b. No
3. Do you know if that financial requirement (Question 2, above) eliminated any students from enrollment or from completing the course?
☐ a. Yes, it has eliminated students
☐ b. No, it hasn't
☐ c. Don't know whether it has or not

APPENDIX B

STUDENT QUESTIONNAIRES

Original Student Questionnaire, November, 1981

During the 1980-81 school year you made the decision to withdraw from a vocational class or vocational program. That was probably not an easy decision for you and you probably gave it some thought before you made it.

The Iowa Department of Public Instruction is interested in finding out why students decide to discontinue vocational classes/programs they start. Please help with this study by taking a few minutes to complete this questionnaire. Thank you for your cooperation.

1. Name of school:
☐ a. Des Moines Area Community College
☐ b. Northwest Iowa Technical College
☐ c. Southeastern Community College
2. Sex:
☐ a. Female
☐ b. Male
3. Age: (at time of withdrawal from course/program)
☐ a. Under 18
☐ b. 18-20
☐ c. 21-25
☐ d. 26-40
☐ e. Over 40
4. Marital status:
☐ a. Single
☐ b. Married
☐ c. Separated
☐ d. Divorces
5. Race:
☐ a. Asian
☐ b. Black
☐ c. Hispanic
☐ d. Indian (Native American)
☐ e. White
☐ f. Other (Please specify)
6. Quarter hours completed (at time of withdrawal from course/program)
☐ a. Less than 12
☐ b. 12-24
☐ c. 25-50
☐ d. 51-75
☐ e. 76 or more quarter hours
7. Nature of the withdrawal:
☐ a. Dropped a class within a vocational program
☐ b. Changed from one vocational program to another
☐ c. Changed from a vocational program to a non-vocational program
☐ d. Withdrew from college
8. When did you withdraw from the vocational class/program:
☐ a. Fall Quarter, 1980
☐ b. Winter Quarter, 1980
☐ c. Spring Quarter, 1981
☐ d. Summer Quarter, 1981

9. Present educational status:
- ☐ a. In school, full time, vocational program
 - ☐ b. In school, full time, non-vocational program
 - ☐ c. In school, part time, vocational program
 - ☐ d. In school, part time, non-vocational program
 - ☐ e. Not attending school
10. Present employment status:
- ☐ a. Employed full time
 - ☐ b. Employed part time
 - ☐ c. Actively seeking employment
 - ☐ d. Homemaker
 - ☐ e. Other (specify)
11. If employed, relationship of job to former training:
- ☐ a. Job related to training
 - ☐ b. Job not related to training
12. Use of financial aid for vocational studies:
- ☐ a. Did not use financial aid
 - ☐ b. Veterans Admin. Benefits
 - ☐ c. Basic Ed. Opportunity Grant/Supplemental Ed. Grant
 - ☐ d. Guaranteed Student Loan
 - ☐ e. College Work-study
 - ☐ f. Iowa Voc.-Tech. Tuition Grant
 - ☐ g. State of Iowa Scholarship
 - ☐ h. Other (specify)
13. Which of the following categories included your rank in your high school class:
- ☐ a. 91-100%
 - ☐ b. 75- 90%
 - ☐ c. 50- 74%
 - ☐ d. 25- 49%
 - ☐ e. 1- 24%
14. Please indicate if you would classify yourself in any of the following categories:
- ☐ a. Handicapped
 - ☐ b. Academically disadvantaged (low in basic skills such as reading or math)
 - ☐ c. Economically disadvantaged (cannot afford school without financial aid)
15. Was anyone involved in your decision to enter the vocational program (check as many as appropriate):
- ☐ a. Parent
 - ☐ b. High school counselor, principal, and/or teacher
 - ☐ c. Community College counselor
 - ☐ d. Community College staff (other than counselor)
 - ☐ e. Friend
 - ☐ f. Other (specify)

16. What was the main reason(s) you entered this vocational class/program:
- ☐ a. Prepare for a career in this field
 - ☐ b. Prepare for a career in a related field
 - ☐ c. A special interest
 - ☐ d. Exploratory reason; to find out more about a career field
 - ☐ e. Other (specify)
17. What was the main reason(s) you dropped the vocational class/program:
- ☐ a. Course work too difficult
 - ☐ b. Course work not challenging enough
 - ☐ c. Financial reasons
 - ☐ d. Class interfered with home/work responsibilities
 - ☐ e. Did not need additional training for career plans
18. Did you talk to the classroom instructor or counselor about that class/program before enrolling it:
- ☐ a. Yes, I spoke to an instructor
 - ☐ b. Yes, I spoke to a counselor (advisor)
19. When you began, did the class/program meet your expectations:
- ☐ a. Yes
 - ☐ b. No, it was tougher
 - ☐ c. No, but the reasons are varied
 - ☐ d. No, it was easier
 - ☐ e. No (explain)
20. At what stage did you drop out of the class/program:
- ☐ a. Beginning
 - ☐ b. Mid-way
 - ☐ c. Near the end
21. With whom did you discuss your decision before you dropped the class/program: Check all that are appropriate:
- ☐ a. Parent
 - ☐ b. High school counselor, principal, and/or teacher
 - ☐ c. Community College counselor
 - ☐ d. Community College staff (other than counselor)
 - ☐ e. Friend
 - ☐ f. Other (specify)
22. Did the staff at the community college provide support and assistance to help you make the right decision:
- ☐ a. Yes, the advisor/counselor was helpful
 - ☐ b. Yes, the instructor was helpful
 - ☐ c. No

23. Do you think the faculty and staff tried to help you stay in school:

☐ a. Yes
☐ b. Yes, but not very much
☐ c. No
☐ d. No, I was just another number
☐ e. Other (specify)

24. Were there problems with communication between you and the counselor/advisor:

☐ a. No
☐ b. Yes
☐ c. Some

What were the problems?

25. Were there problems with communication between you and the instructor:

☐ a. No
☐ b. Yes
☐ c. Some

What were the problems?

26. Were either of the following a problem for you during this class/program:

☐ a. Tardy
☐ b. Attendance

27. How much effort do you feel you put forth in this class/program:

Very little Extensive
 1 2 3 4 5

28. How would you rate your attitude and behavior in this class/program by typical classroom and school standards:

Unacceptable Excellent
 1 2 3 4 5

29. What changes would you make in this class/program:

a.

b.

c.

30. What factors might have contributed to continuing the class/program:

a.

b.

c.

31. Will you be taking this class/program over in the future:
- ☐ a. Yes
 - ☐ b. No
 - ☐ c. Uncertain
32. What changes would you recommend to encourage students to stay in vocational classes:
- ☐ a. More financial aid
 - ☐ b. Different method of instruction
 - ☐ c. Better instructors
 - ☐ d. Better classes
 - ☐ e. Better scheduling
 - ☐ f. Better counseling
 - ☐ g. More counseling
 - ☐ h. More help with my problems
 - ☐ i. More help with my studies (tutorial, learning center)
 - ☐ j. Other (specify)
33. Do you wish you could have remained in that class/program:
- ☐ a. Yes
 - ☐ b. No
34. Did you get what you wanted from this school:
- ☐ a. Yes
 - ☐ b. No
35. Please take a few minutes and write down anything you think was not asked but should be commented on.

Revised Student Questionnaire, November 1981

1. Name of School:

- ☐ a. Des Moines Area Community College
- ☐ b. Northwest Iowa Technical College
- ☐ c. Southeastern Community College

2. Sex:

- ☐ a. Female
- ☐ b. Male

3. Age: (at time of withdrawal from course/program)

- ☐ a. Under 18
- ☐ b. 18-20
- ☐ c. 21-25
- ☐ d. 26-40
- ☐ e. Over 40

4. Marital status:

- ☐ a. Single
- ☐ b. Married
- ☐ c. Separated
- ☐ d. Divorces

5. Race:

- ☐ a. Asian
- ☐ b. Black
- ☐ c. Hispanic
- ☐ d. Indian (Native American)
- ☐ e. White
- ☐ f. Other (Please specify)

6. Quarter hours completed (at time of withdrawal from course/program)

- ☐ a. Less than 12
- ☐ b. 12-24
- ☐ c. 25-50
- ☐ d. 51-75
- ☐ e. 76 or more quarter hours

7. Nature of the withdrawal:

- ☐ a. Dropped a class within a vocational program
- ☐ b. Changed from one vocational program to another
- ☐ c. Changed from a vocational program to a non-vocational program
- ☐ d. Withdrew from college

8. When did you withdraw from the vocational class/program:

- ☐ a. Fall Quarter, 1980
- ☐ b. Winter Quarter, 1980
- ☐ c. Spring Quarter, 1981
- ☐ d. Summer Quarter, 1981

9. Present educational status:
- ☐ a. In school, full time, vocational program
 - ☐ b. In school, full time, non-vocational program
 - ☐ c. In school, part time, vocational program
 - ☐ d. In school, part time, non-vocational program
 - ☐ e. Not attending school
10. Present employment status:
- ☐ a. Employed full time
 - ☐ b. Employed part time
 - ☐ c. Actively seeking employment
 - ☐ d. Homemaker
 - ☐ e. Other (specify)
11. If employed, relationship of job to former training:
- ☐ a. Job related to training
 - ☐ b. Job not related to training
12. Use of financial aid for vocational studies:
- ☐ a. Did not use financial aid
 - ☐ b. Veterans Admins. Benefits
 - ☐ c. Basic Ed. Opportunity Grant/Supplemental Ed. Grant
 - ☐ d. Guaranteed Student Loan
 - ☐ e. College Work-study
 - ☐ f. Iowa Voc.-Tech. Tuition Grant
 - ☐ g. State of Iowa Scholarship
 - ☐ h. Other (specify)
13. Which of the following categories included your rank in your high school class:
- ☐ a. 91-100%
 - ☐ b. 75- 90%
 - ☐ c. 50- 74%
 - ☐ d. 25- 49%
 - ☐ e. 1- 24%
14. Have you ever been identified by this institution as:
- ☐ a. Handicapped
 - ☐ b. Academically disadvantaged (low in basic skills such as reading or math)
 - ☐ c. Economically disadvantaged (cannot afford school without financial aid)
 - ☐ d. None of these
15. Do you agree with this classification:
- ☐ a. Yes
 - ☐ b. No (If no specify how it should be changed)

16. Was anyone involved in your decision to enter the vocational program (check as many as appropriate):
- ☐ a. Parent
 - ☐ b. High School counselor, principal, and/or teacher
 - ☐ c. Community College counselor
 - ☐ d. Community College staff (other than counselor)
 - ☐ e. Friend
 - ☐ f. Other (specify)
17. What was the main reason(s) you entered this vocational class/program:
- ☐ a. Prepare for a career in this field
 - ☐ b. Prepare for a career in a related field
 - ☐ c. A special interest
 - ☐ d. Exploratory reason; to find out more about a career field
 - ☐ e. Other (specify)
18. What was the main reason(s) you dropped the vocational class/program:
- ☐ a. Course work too difficult
 - ☐ b. Course work not challenging enough
 - ☐ c. Financial reasons
 - ☐ d. Class interfered with home/work responsibilities
 - ☐ e. Did not need additional training for career plans
 - ☐ f. Other (specify)
19. Did you talk to the classroom instructor or counselor about that class/program before enrolling in it:
- ☐ a. Yes, I spoke to an instructor
 - ☐ b. Yes, I spoke to a counselor (advisor)
 - ☐ c. No, I did not talk to either one
20. When you began, did the class/program meet your expectations:
- ☐ a. Yes
 - ☐ b. No, it was tougher
 - ☐ c. No, but the reasons are varied
 - ☐ d. No, it was easier
 - ☐ e. No (explain)
21. At what stage did you drop out of the class/program?
- ☐ a. Beginning
 - ☐ b. Mid-way
 - ☐ c. Near the end
22. With whom did you discuss your decision before you dropped the class/program? Check all that are appropriate.
- ☐ a. Parent
 - ☐ b. High school counselor, principal, and/or teacher
 - ☐ c. Community College counselor

- ☐ d. Community College staff (other than counselor)
☐ e. Friend
☐ f. Other (specify)
23. Did the staff at the community college provide support and assistance to help you make the right decision:
- ☐ a. Yes, the advisor/counselor was helpful
☐ b. Yes, the instructor was helpful
☐ c. No
24. Do you think the faculty and staff tried to help you stay in school:
- ☐ a. Yes
☐ b. Yes, but not very much
☐ c. No
☐ d. I was just another number
☐ e. Other (specify)
25. Were there problems with communication between you and the counselor/advisor:
- ☐ a. No
☐ b. Yes
☐ c. Some
- What were the problems:
26. Were there problems with communication between you and the instructor:
- ☐ a. No
☐ b. Yes
☐ c. Some
- What were the problems:
27. Were either of the following a problem for you during this class/program:
- ☐ a. Tardy
☐ b. Attendance
28. How much effort do you feel you put forth in this class/program:
- | | | | | |
|-------------|---|---|---|-----------|
| Very little | | | | Extensive |
| 1 | 2 | 3 | 4 | 5 |
29. How would you rate your attitude and behavior in this class/program by typical classroom and school standards:
- | | | | | |
|--------------|---|---|---|-----------|
| Unacceptable | | | | Excellent |
| 1 | 2 | 3 | 4 | 5 |

30. What changes would you make in this class/program:
- a.
 - b.
 - c.
31. What factors might have contributed to continuing the class/program:
- a.
 - b.
 - c.
32. Will you be taking this class/program over in the future:
- ☐ a. Yes
 - ☐ b. No
 - ☐ c. Uncertain
33. What changes would you recommend to encourage students to stay in vocational classes:
- ☐ a. More financial aid
 - ☐ b. Different method of instruction
 - ☐ c. Better instructors
 - ☐ d. Better classes
 - ☐ e. Better scheduling
 - ☐ f. Better counseling
 - ☐ g. More counseling
 - ☐ h. More help with my problems
 - ☐ i. More help with my studies (tutorial, learning center)
 - ☐ j. Other (specify)
34. Do you wish you could have remained in that class/program:
- ☐ a. Yes
 - ☐ b. No
35. Did you get what you wanted from this school:
- ☐ a. Yes
 - ☐ b. No
36. Please take a few minutes and suggest anything you think was not asked but should be commented on.

Thank you!

APPENDIX C

NARRATIVE RESPONSES ON FACULTY QUESTIONNAIRES

Faculty Narrative Responses

(Parenthetical Numbers Represent Respondents)

1. *What criteria do you use, as a teacher, to determine who may enroll in your classes:*

Health Curriculum

- (101) 1 quarter college biology and 1 quarter college chemistry/ composite 20 ACT; Dental Hygiene Aptitude 4 or 4+ in all areas; planning for college success workshop, personal interview; 3 references (dentist, dental hygienist, teacher, counselor, previous employer)
- (102) High school graduate or equivalent; typing, biology
- (103) High school chemistry; math
- (104) Admissions required by nursing department--reading--math levels
- (130) Anyone accepted by college
- (140) College acceptance
- (150) ACT, DHAT, personal interview, necessary prerequisites
- (151) Admission criteria without teacher input; faculty input in determining some of these criteria; i.e., prerequisites necessary
- (152) Admission to program; h.s. chemistry, biology, and algebra grades of C or better
- (153) Preset by Admissions in conjunction with nursing department
- (154) Acceptance into program
- (155) Basic skills at a level to succeed with the rigors of the curriculum; GED or h.s. education; some degree of previous school success
- (156) I do not choose, program prerequisites used; if choice, it's made by program chairperson
- (201) Reading scores; math scores, H.S. GPA, rank, ITED, GED
- (202) List from coordinator of people who completed freshman year
- (205) SCC admissions criteria
- (207) High school transcripts; ACT scores; interviews

- (211) Admission requirements
- (216) We are not involved; decided at administrative level; feel criteria is too low for college level
- (301) H.S. cum. 2.0 preferred; 2 high school sciences with grade C or better; h.s. algebra
- (315) Don't have anything to say; have to take the ones who enroll

Business Curriculum

- (141) Past experience
- (142) I do not determine
- (143) Pre-requisites, if required
- (144) None
- (145) None
- (146) Prerequisites; needs, none
- (147) None
- (148) Criteria given by the college
- (149) I am not consulted as to who may enroll in my class
- (203) Completed or enrolled in shorthand (50wpm) and typing (40wpm)
- (204) Little or none--counselors do this; must be able to read and have at least one hand for typing and other machine manipulation
- (206) Some skill classes require (pre) requisites
- (304) No requirements or criteria
- (316) Anyone can enroll
- (327) No criteria

Trades and Industries Curriculum

- (110) DMACC admissions policy
- (111) Dept. heads handle this
- (112) We have no control of incoming students
- (113) I have no control over admissions

- (114) Prerequisite
- (115) Nothing
- (116) Scores from PCS workshop are used to advise students as to their probability of success--possibility of developmental studies
- (117) N/A
- (118) No control
- (119) None
- (120) Students have completed a classroom lab before they come to my advanced lab; for this reason I don't use any criteria to determine enrollment
- (121) Cannot be color blind; must not have fear of heights
- (122) Those that have completed the proper prerequisites
- (123) None as a teacher; open door policy
- (138) Have no input
- (208) I am not able to interview or pick students
- (209) Anyone interested in learning
- (210) CETA
- (215) Must have full use of one hand and arm, have good eye sight; should have manual dexterity
- (306) All enrollment criteria is through student services and related administrative areas
- (308) I don't determine who may enroll
- (309) No choice
- (310) Open enrollment
- (312) None
- (313) All enrollment is determined by student services on a "first come--first served" basis
- (314) H.S. diploma or equiv.; physically fit; first-come, first-served basis
- (317) Physically able to do the work in trade

- (318) No criteria
- (319) None really, as student services does this
- (320) Student Services determine
- (321) Student Services
- (322) As a teacher, I cannot limit who enrolls
- (323) Not applicable
- (324) None
- (325) Open door
- (328) Basically open; math (algebra, geometry), physics
- (329) Dexterity; manual skills; physical skills
- (330) None
- (331) Aptitude; desire to learn

Diversified Curriculum

- (105) We don't determine; we recommend
- (106) Anyone who meets the criteria set down by the registrar may enroll first quarter in our program; if they enroll second quarter without having been here first quarter, they must have experience in the restaurant or have taken home ec. in high school
- (107) Open door policy
- (108) No choice--college has open door policy
- (124) Open door policy
- (125) None
- (126) I have no say over who enrolls in my class. We are an open door facility and have to accept all the students who come into our program.
- (127) No choice
- (128) H.S. diploma or equivalency
- (129) I don't have that say
- (130) None, this is the jurisdiction of the Admissions Office

- (131) Past grades, drafting background, desire
- (132) Not left up to me, determined by in-service, orientation day, and counselor's decision based on background education, experiences, ability, and class numbers (limited to 30 with 2 instructors)
- (133) I have no choice; there is no legal way I can prevent a person desiring admission to my program from doing so.
- (134) None--open door, except for prerequisite or curriculum requirements
- (135) We seem to accept anyone. I prefer those with a strong desire for advancement since I teach them to become office managers.
- (136) Anyone
- (212) None
- (213) None
- (214) Prerequisites
- (217) Post h.s. age; interest in agriculture; positive attitude
- (302) Primarily open entry, all programs
- (303) Will they pay tuition fees
- (305) None--Student Services recruits them, we teach them.
- (311) The student should wish to go to work in this work
- (326) Interest in this course; are they willing to relocate to obtain a job.

4. *What formal or informal methods are used to help students make career choices:*

Formal (written)

Informal (unwritten)

Health Curriculum

- (101) Planning for College Success Interview with faculty; opportunity
Workshop, Dental Hygiene Test opportunity to talk with students
- (103) PCS workshop PCS workshop; explanation of what
teachers do
- (104) PCS is mandatory for all
students--written material
and information is given

- | | | |
|-------|---|---|
| (139) | Orientation sessions required;
student handbook | Request communication via telephone
and college counselor |
| (140) | Communication with program
director regarding expecta-
tions, New Student Handbook;
evaluation of other college
work by registrar | Telephone calls; counseling with
various staff and college
counselors |
| (150) | Career exploration and
directions workshop; PCS
workshop | Career reference library |
| (151) | Pre-admissions testing;
career planning days; | Counseling |
| (152) | Planning for College Success
Workshop | Visit hospitals, resp. Therapy
Dept.; talk with prog. dir. |
| (153) | PCS Workshop | Conf. with program chair or
instructor via phone or office |
| (154) | PCS workshop | Instructor counseling; counselor,
reg tour of hospital, resp, ther.
dept. |
| (155) | PCS workshop | Conversation, tours |
| (201) | Copies of admissions criteria
and curriculum | Interview on one-to-one basis |
| (205) | Counselors have written tests
to aid students in determin-
ing career choices | |
| (207) | Counseling services | Unknown |
| (211) | | Counseling sessions |
| (301) | Program fliers | Personal interviews |

Business Curriculum

- | | | |
|-------|---|---|
| (141) | Program information brief | Telephone interviews |
| (142) | Actual assignments given will
help them decide | During a lecture examples of
different types of businesses will
be brought up |
| (143) | Counseling | Discussion with students |

- (144) Pre-enrollment counseling provided through Student Serv. Dept., PCS
- (146) PCS tests Explanation of career opportunities
- (147) PCS workshop Advice from instructors
- (148) None that I'm aware of
- (149) I have been on faculty two months--hardly enough time to be aware of any methods for helping select a career
- (203) Orientation tests early spring or summer before quarter begins; during Seminar, students take tests/surveys through assessment center One-to-one conferences with instructor and couns.
- (204) Counselors, testing center
- (304) None Class discussion, personal contact, films
- (316) Interest, follow-up, and welcome letters to students who have enrolled in program Visitation and conference with student or parents
- (327) None When the student makes a campus visit, I try to get answers from them indicating that this is really their area of interest

Trades & Industries Curriculum

- (111) Admitting handles this
- (112) Do not know
- (113) Students participate in workshop on career choices before registering for the program Some student request an interview with me to learn more about our program
- (114) Send students to counselors
- (116) PCS workshop, counselor interview Departmental visits with staff and students
- (118) Don't know

- (119) Don't know
- (121) PCS workshop
- (122) Throughout the entire 2nd year, we explain job options. Field trips are made at a minimum of one per quarter
- (123) Counseling area
- (138) I don't know
- (215) Explanation of job requirements and opportunities
- (306) Media presentation of "real" career people disseminated (sic) through student services and dept. Also, students receive a 30 hr. course related to this area prior to graduation Many one-to-one discussions with potential students and current students by instructors, student serv., and dept. chairmen. Industrial representatives are sought for presentations as well as Job Service of Iowa
- (307) None Personal conversation
- (308) Various brochures and course information School visits
- (309) Unknown Unknown
- (312) General aptitude
- (313) None, it is assumed the student has made his/her career choice prior to enrolling in program
- (314) Pamphlets, H.S. counselors, TV spot announcements Ex-students in industry, word of mouth, excellent placement
- (317) Advertisement, catalogue brochure Word of mouth by former students, contacting former students (or follow-up)
- (318) Hopefully they have made them before they enroll See Student Services
- (319) This hopefully is done before they enter Seeing student Services and instructor before enrolling
- (320) Career day presentation
- (322) Career day participation, communicating with them

- | | | |
|-------|---|--|
| (324) | Application to school | Visit class and shop area |
| (325) | | Career days, student visit to school, counselor and instructor |
| (328) | Student Serv. function, some counseling is done within department if it appears the student is not going to be able to progress | |
| (331) | | Discussion with advisor |

Diversified Curriculum

- | | | |
|-------|---|---|
| (105) | Care Session, portfolio evaluation: samples used to estimate candidates' aptitude, rap sessions with graduates of program; expositions of com'l. art field by visiting professionals, advisory committee and grads assess opportunities | Personal interviews between staff and candidate and portfolio review |
| (106) | Introduction to Hospitality Careers, required course, must take. In the Management course they prepare a resume and visit the placement ofc. | In general conversation with the different students |
| (107) | Students attend PCS workshop organized by program counselors | Informal visits with students |
| (108) | | Tours of program area and agencies in field, slide sets |
| (124) | Must go through a PCS workshop conducted by college counselors | Discussions--presentations in class on horticulture careers (3) Employment Experience quarters (on job) |
| (125) | | Visits to various institutions which serve as care facilities for children |
| (126) | PCS workshop | Tours of special agencies |
| (127) | | Employment experience |
| (128) | Career info available for asking | Counseling |
| (129) | Brochures, magazines, books | Films, overheads, guest speaker |

- (130) PCS workshop, counseling
- (131) PCS workshop Interview
- (132) Attend in-service day, questionnaire by counselors Visit and talk with instructors, 3 work experience quarters of 12 weeks each to help choose career choice; numerous field trips to industry
- (133) The "Program Information Brief", a written description of the course content, costs, procedures, etc. is presented at a workshop Field trips, presentations from graduates; most important, in my opinion, is the 3 12-wk. long periods of employment experience (OJT) they are exposed to where they can see and do the jobs
- (134) Program Information Bulletins available from counselors, curr. listing for various programs Conference with instructor
- (135) None None
- (136) None
- (212) Discuss with potential student curriculum, type of instruction, projects they will be doing, tool requirements, reference to other schools, and job potential
- (214) Catalog Advice from counselors
- (217) High school recruiting, individual visits, referrals to past graduates
- (302) Student services, program materials Interviews with prospective students. Ask if they have the opportunity to farm or if there is no chance. If chances are poor then they are directed to Ag. Business Management
- (305) Oral communication with students-- phone call follow-up
- (311) School handbook School visit to class
- (326) I talk with a prospective student and show them as to what is expected of them.

5. *To what extent do you think your counselors do an adequate job of informing students regarding the vocational programs:*

(148) They are inept.

7. *Do you utilize any of the following techniques to help students gain competencies needed in the world of work:*

e. Other (specify)

(105) O.J.T. Feedback

(153) Input advisory committees job descriptions

(301) Clinical experience

(306) Personal counseling

(327) Not sure what some of these mean

10. *What do you think was the main reason students dropped vocational classes:*

e. Other (specify)

(108) Personal Problems and lack of motivation

(111) Not suited for this area

(117) Not prepared, i.e., basic skills math, reading, etc.,

(121) Illness and drugs

(123) Lack of math/reading aptitude

(125) Want to study some other career

(126) Usually go to another program

(127) Not area of interest

(131) Not suited for course work

(135) Illness

(139) Change in career goal

(140) Change of goals

(143) Can not read

(144) Courses not like high school--all of the above reasons

(145) Not ready

- (149) Employment demands prevented study outside of class
 - (151) Changed goals
 - (155) Interest
 - (156) Almost always personal reasons, i.e., health, immaturity, didn't want to be in first place
 - (204) All of these; there is no one main reason
 - (209) Too lazy to go everyday #1 reason
 - (304) School work interfered with social life
 - (306) Time commitments (unknowing of what to do with new freedom)
 - (311) Didn't try; didn't care
 - (319) Personal problems
11. *What changes would you recommend to encourage students to stay in vocational classes:*
- j. Other (specify)
- (112) Pre-test students and insist they are academically capable of succeeding in program
 - (115) Class size reduced
 - (117) High basic skill level
 - (119) Only classes applied to trade; no English, etc.
 - (121) Small class size
 - (123) Better secondary education
 - (142) Better or more testing
 - (147) None--don't encourage a student to pursue a career for which he is not well-suited
 - (148) We do a disservice to our students by allowing them in our program without proper evaluation of skills. We should have pretesting
 - (203) Need school psychologist possibly
 - (207) Developing and the implementation of stricter admission standards
 - (208) I don't lose that many students

(209) We have a good learning center but students won't make the effort

(306) Better personal counseling

(307) Smaller classes

(314) Better preparatory education and counseling

(319) Better high school preparation in trade classes.

12. *There is some evidence to indicate that a larger proportion of handicapped and disadvantaged (low in basic skills such as reading or math or cannot afford college without financial aid) students drop out than do other students. Based on your experiences do you support this view:*

(105) The largest number of dropouts quit because of the message finally sinks in--neophyte C.A. grads must start with paste-up and mechanical duties--not illustr. or design

(151) This is entirely too broad and a very loaded question--obviously if reading level is low, they have more difficulty with keeping up with reading assignments. Why lump the handicapped (physical) in with this group

(156) They have more personal problems and often less support base

13. *Are there any administrative policies, rules, procedures, that tend to make it difficult, or prevent, certain students from participating in your vocational programs/classes:*

(105) The vocational success depends upon some level of communication skills achieved before entry

(327) Brighter students tend to be counseled to enroll in other programs, i.e., electrical

15. *Do you feel the performance objectives or standards of your classes might limit the participation of the handicapped students:*

(101) Depending on type of handicap

(105) Sure, we're preparing smart and talented people for the local labor market--we're geared to get folks into 'shape' as desirable entry-com'l artists--and one needs the 'braindrain'-ego bruising and hard sweat of our course as therapy--our students are anxious to learn how to earn (etc., etc.)

(151) Would need to consider on an individual basis

(144) Depends on nature of handicap

(148) Define handicapped

(209) Ability to climb

16. Do you feel the performance objectives or standards of your classes might limit the participation of the disadvantaged students:

(101) Financial aid utilized to some degree by most students

(121) Maybe math

(144) Depends on nature of disadvantage

(147) Reading is an integral part of the job

(151) Would need to consider on an individual basis

(204) Those low in reading and math skills

17. For what reason, if any, would you try to persuade a student NOT to enter one of your vocational classes:

Handicapped

Disadvantaged

Health Curriculum

(101) Limited use of hands/arms Inability to understand English

(103) Couldn't perform manual tasks

(104) Remedial work is offered. If the student chooses not to bring basic skills up they are counseled into another program

(139) Depends on handicap--our students need sight, hearing, and "normal" intelligence We counsel racially "disadvantaged" that there is almost no probability of a job. Iowans are really uptight about this I find

(140) In certain cases, extreme difficulty in placement	Unable to complete AA; unable to pass state examination; unable to get job
---	--

(151) With either--could succeed or have a good chance of meeting objectives? Could they find employment upon graduation? This also goes for non-handicapped students

(152) Unable to perform in occupation following completion

(153) Not able to perform required Reading/math level below that
skills in lab or hospital needed to succeed
clinical

- | | |
|--|---|
| (154) Manual dexterity and coordination required | Reading and comprehension very important in this program |
| (155) Not able to learn the required skills for employed | If basic skills are so low no chance for success |
| (156) The Med. Lab. Tech on the job needs to be physically hearty, C vision, some hearing, and manual dexterity--that's what the work is about. MLT's must also be bright, alert, and able to handle stress. Exceptions to this must be at the risk of the individual. | |
| (201) Inability to carry out certain nursing procedures | Inability to read creates many problems in comprehension of different material |
| (202) Certain nursing work would be difficult to complete | |
| (205) Inability to function in clinical are of doctor's office | Low math skills= keeping financial records in ofc. correctly; low reading/spelling skills= transcription problems |
| (211) Physical handicap which interferes in clinical | |
| (301) Because physical agility and strength is needed for the safety of the patient--could be worked around to some degree | |

Business Curriculum

- | | |
|---|--|
| (141) Class inflexible | Class inflexible |
| (142) Blindness | Low math & English skills |
| (144) Must be emotionally stable; have sufficient sight to read; have use of at least one hand | Must be academically prepared; no felony convictions bondable, socially adjusted |
| (146) Lack of basic skills | Lack of basic skills |
| (147) | Low reading level |
| (148) I wouldn't. I <u>might</u> channel them to a learning center to upgrade basic skills (or whatever) and then re-evaluate them. | |
| (203) Physically unable to write or type with at least one hand | |

- (204) No hands (1 hand ok) Low reading level, poor communication skills; low basic math skills
- (304) Physically unable to write, etc., blind
- (327) No career interest; low ability (reading, math) time constraints No transportation

Trades & Industries Curriculum

- (111) If they can function in the area, I will accept
- (112) Can not be productive in many cases Limited academic skills
- (113) Physical limitations of work required
- (116) If the handicap would not allow student to meet elect. lab objectives Extremely low PCS scores
- (121) Color blind; fear of height Math, electronics
- (123) Most jobs in industry not adapted to handicapped Will fail due to lack of math/reading aptitude--get above training first
- (138) Must be on feet most of the time
- (209) Total cripple Some math (reading rule)
- (215) When degree of handicap makes job site employment impossible There is no reason why a disadvantaged student should not enter and complete program
- (306) Manual dexterity; mental handicaps
- (307) They couldn't compete for employment on the job market
- (308) Not physically able to do course work
- (309) Math capability
- (312) Blind; hand or arms not functional

- (313) Hazardous work; high degree of dexterity, large degree of manual work
- (314) Hazardous occupation, very physical work
- (317) Safety
- (318) Must have manual dexterity and mechanical aptitude; physical strengths for moving appliances and installing equipment, climbing ladders, etc. Must be able to logically solve problems on their own, have science & math background with knowledge of electrical system
- (319) Physically capable of lifting 50 lbs., climb ladder Haser (?) Ability to solve problems through reading, math, etc.

In the above cases we offer a certificate on those things the student can do in the program

- (322) If he cannot gain from it
- (324) Too restrenous (sic) a work
- (328) Depends on the degree of the handicap or disadvantage
- (329) Dexterity, manual skills, physical skills
- (331) Only if he or she was incapable doing the work

Diversified Curriculum

- (105) Little or not viable art ability, fine arts oriented Little or not viable art ability, fine arts oriented
- (106) Our culinary program needs people who can be on feet a long time, we also have to move quickly in a busy kitchen We have to be able to work with fractions to make recipe changes, market order, do purchasing, etc.
- (107) If test scores were low, particularly English

- (108) If the handicap is detrimental to performance, i.e., difficult for a blind person to view children's behavior
- (124) If blind, wheelchair probably not hired in industry, have never discouraged anyone Must have good attitude about work/school to succeed, that's all
- (125) Total blindness, mental illness
- (126) A person who is blind and in a wheelchair Personal hygiene & not willing to change
- (127) Limited opportunity
- (128) Lack of desire Lack of desire
- (129) Dangerous equipment
- (130) Blind, muscular coordination to manipulate equip. Poor math and reading skills
- (131) Not able to think, not adequate grades, No desire No desire
- (132) Requires much physical work in some areas Reading, writing, & math could be a stumbling block to maintaining a 2.0 level
- (133) The work involved after graduation prohibits most people with physical handicaps from performing their duties. Heavy lifting, climbing on equipment involved
- (134) Vision impaired=needs to use slide projector for typing; hearing impaired=many courses involve lecture; manual dexterity=must be good for successful typing
- (217) Poor coordination due to machine operation Extremely poor reading or math skills
- (302) If they can't successfully complete it

- (326) Will be working with machines in the shop, must be able to sit for long durations, must be able to manipulate drafting machine
- 18-21 *(A series of items which ask instructor to compare characteristics and needs of handicapped and disadvantaged students with non-handicapped and non-disadvantaged.)*

Health Curriculum

- (101) It is difficult to know this as our financial aid office handles this area. Also am unclear as to your definition of disadvantaged
- (102) Lumping both those lacking in basic skills and those lacking in financial resources into one category of disadvantaged makes some of these questions impossible to answer.
- (151) I can't see all their handicaps--do you mean physical, medical, mental? I honestly don't know which of my students are "disadvantaged" unless they share this with me.

Business Curriculum

- (304) Depends so much on the individual

Trades and Industries Curriculum

- (325) My real feeling is that instructors do not want the handicapped and disadvantaged student because of the need quite often to spend more time with them. We need to change instructor attitude

Diversified Curriculum

- (133) We have had physically handicapped students enter the program only to find that the work situations were too demanding for them to be able to do. There were jobs in agribusiness less demanding but the students had no interest in them; consequently, we attempted to channel them to a more satisfying program.
- (212) I don't try to persuade a student not to enter. I will try and direct him to a particular area as a profession.
22. *Do you feel there are adequate support or resource personnel in your school to provide services for handicapped students to successfully complete vocational education classes:*

Health Curriculum

- (140) There were--some are gone. Need someone that can assist student to deal with Voc. Rehab., living situations, transportation, an advocate so to speak

(15) Some limitation

(144) Nature of handicap determines assistance needed

Business Curriculum

(144) Nature of handicap determines assistance needed

(327) More assistance in job placement, both part-time and full-time

Trades & Industries Curriculum

(119) Depending on the handicap

(325) More instructors

Diversified Curriculum

(105) Existing or available support and resource personnel might prove sufficient if the handicapped student (and family) have a receptive attitude- e.g. a gifted, deaf student quit...couldn't get assignm'ts--& couldn't read lips or 'sign'-(his choice)

(107) Counseling--particularly with regard to job placement-short on manpower, not enough staff

(126) Tutorial equipment

(134) It almost needs a one-on-one situation in many cases, takes a disproportionate amount of time for the teacher, based on the total class size

(135) Tutorial counseling

(311) Campus housing, funds to aid co-op jobs so employers will let students train 3 hours a day

23. *Do you feel there are adequate support or resource personnel in your school to provide services for disadvantaged students to successfully complete vocational education classes:*

Health Curriculum

(156) They need much help in finding appropriate voc. ed. programs

Business Curriculum

(144) Nature of "disadvantage" determines need for assistance

(148) If they (and we and I) did their best to help

(327) Help in math (more). Motivation to overcome deficiencies

Trades & Industries Curriculum

- (113) There is a special program that provides adequate assistance for designated students. We need more assistance for students not involved in special programs
- (119) Depending on the disadvantage
- (215) Presently need part time sign language person in welding program
- (309) Pre-information through a short course on human relations and counseling the individual during school to aid in culture, shock, etc., but we must know who they are!
- (325) Need more resource personnel

Diversified Curriculum

- (105) Probably not. Most like Drake U. (my alma mater) this school is a mirror of it's (sic) community--reflecting the attitudes & assumed 'needs' of the people who make policy, hire labor & accept the educational miasma parading as worthy & useful in the grade schools & high schools--When enough prime movers in this community decide to tap the potential power dormant in the disadvantaged & handicapped population (then) we'll see a big improvement--Check out the ten biggest employers in Iowa and find out what their honest concerns are in re:

- (a) primary-secondary education
- (b) socio-economic improvements for disadvantaged-handicapped
- (c) the old school tie

Are you still with me? ?

P.S. - The disadvantaged & handicapped we do portfolio reviews for are usually advised to seek elsewhere--they'd be in a hellish dilemma in our classes--since they would be competing with, matching skills with the 'advantaged' majority. If there is a good possibility for educational/vocational success we advise them accordingly.

- (106) They need to complete certain reading & math prerequisite courses before trying to enter our program or start a new program designed especially for this student who will go out to be a low entry level cook or kitchen worker
- (107) More manpower--more staff
- (132) More tutorial help
- (134) Better understanding in scheduling by the VA and other agencies. By their very nature, these students often need more time to complete or achieve levels of competency. They shouldn't be "locked in" to a mandatory full-load, 4-quarter program, (for example). More flexibility is needed--partial loads for

coursework, additional time to complete programs. Also, they should be allowed to switch programs without jeopardizing their funding.

On the opposite side--there needs to be better sharing of records to catch the "professional student" who floats from program to program, year after year.

(135) We need more of all we have--counselors, tutors, CLC

(311) Campus housing, funds to aid co-op jobs so employers will let students train 3 hours a day

Attached Memo

Health Curriculum

(151) I feel the questionnaire is extremely broad--slanted toward certain expectations in results--and should definately (sic) define "handicapped" & "disadvantaged". There is no way to make rational answers for individual students I've had--because each requires a different approach. I also don't feel that it covers "attrition"--and I have trouble lumping all Voc/tec students into one easy survey--and this survey seems to assume that all students who do not complete the program are either handicapped or disadvantaged--which is definitely untrue.

Also feel the author of the questionnaire should break down some of the questions to one question--not multiple ones--eg. #12, 13, 2.

APPENDIX D

NARRATIVE RESPONSES ON STUDENT QUESTIONNAIRES

Student Narrative Responses

(Parenthetical Numbers Represent Respondents)

7. *Nature of withdrawal:*

(112) Stopping out

(203) Stop out; seasonal employment

10. *Present employment status:*

(205) Disable worker

12. *Use of financial aid for vocational studies:*

(205) Rehabilitation funds

16. *Was anyone involved in your decision to enter the vocational program:*

(113) Spouse and children

(204) Relative

(205) Social Security counselor

(208) Spouse

(303) Rehab. counselor

18. *What was the main reason(s) you dropped the vocational class/program:*

(102) Other area of interest

(103) Lost interest

(106) Illness; hospitalized

(110) Wasn't appropriate for me

(111) Finished program

(112) Maternity

(115) Financial

(116) Illness

(119) Moved out of state

- (122) I was just 1 credit short of finishing the entire program
 - (124) Teachers were partial to some, teachers rather difficult to approach
 - (203) Not suitable, scheduling became a problem
 - (204) Not suitable for me
 - (205) On the job training; no job site available
 - (208) Too much strain, not appropriate for me
 - (213) School procedures, instructors were partial to some students and had unfair grading and poor teaching techniques
 - (301) I couldn't concentrate on my studies, therapist (emotional)
 - (303) Health reasons
 - (305) Transferred to West Iowa Tech
 - (306) Personal
 - (309) Health
 - (314) My favorite instructor resigned
 - (317) Wasted time and money
 - (318) Better math background is necessary
20. *When you began, did the class/program meet your expectations:*
- (314) Confusing, poor articulation of curriculum
 - (316) Not what I thought it would be
24. *Do you think the faculty and staff tried to help you stay in school:*
- (101) System worked against me
 - (121) Some were helpful
 - (208) I didn't say anything to them about my plans
25. *Were there problems with communication between you and the counselor/advisor: What were the problems?*
- (101) Didn't really listen / trust me
 - (107) She appeared not to have time for me

(207) Communication, English is my second language

26. *Were there problems with communication between you and the instructor? What were the problems?*

(105) Difficult to approach about my personal situation

(107) He knew everything and didn't appear to want to help students

(111) Had 2 instructors and one was more helpful than other

(113) It was difficult to go back after 15 years

(120) We didn't get along too well

(121) Some didn't encourage me and I thought I should try something in another field

(124) Unrealistic expectations, assignments appeared to be a screening technique, instructors were insensitive to some students and inaccessible to me

(124) Don't know, I could feel that there were problems

(206) I was not always able to understand and the instructor was not always available to help me

(208) One instructor was a problem

(212) This was a common problem

(215) One was difficult to communicate with, insensitive and not readily available to students

(217) Difficult to talk with an instructor on a personal level

(313) Math too hard, didn't know for sure who to go to for help

(317) Personal favoritism, instructors not always objective--grades are based on personality rather than production

30. *What changes would you make in this class/program:*

(105) Help students make the bridge from high school, it was difficult to live up to college expectations, students should be informed of amount of study each night

(107) Have some choice in instructors

(111) Add additional courses which go beyond the basics that are now offered

(117) The amount of wait time before getting help from instructor

- (118) More individual study, there is too much review; instruction is not at appropriate level
- (120) More explanation during instruction
- (123) Have better pre-school workshop; more specific for my program, the orientation was too general
- (124) Be more in touch with students and their feelings; not so cold toward students and more impartial
- (203) Make more of program available during winter quarter, smaller teacher-student ratio
- (205) More tutoring, instructors more available to students, better instruction
- (206) Both instructors were so busy and didn't always have time to be available
- (208) Instructors more available to students, students need to be able to work more at own pace
- (212) To teach information, not just rote memory
- (213) During the second year machine shop, students should not have to wait until the last quarter to work with machines
- (214) Human relations training for instructors
- (216) Too much like high school, could have been more of a challenge
- (217) Students need a better idea of expectations of program, need more exposure to the field
- (301) Too much paperwork (lessons)
- (302) Rearrange shop by adding on and have more space in shops
- (304) Not start in auto mechanics but start right in to truck and diesel
- (306) See more instructors getting more basic and not assuming students have mechanical background
- (308) More discipline
- (309) Data processing not worthwhile for secretarial
- (310) Math program has too many students per class, need more individual help in math

- (311) Too many students in machine shop class
 - (312) Need ways to help students "bone up" on math and study habits
 - (313) Teachers give more individual help
 - (314) Instructors should discuss changes with students, more student input, better treatment of students by administration
 - (315) More in truck and diesel, rather than so much automotive
 - (317) Combine brick laying and carpentry, beef up program by including strong general knowledge of wiring, air conditioning, and heating; need instructors with fair grading practices
 - (318) Better idea of expectations
31. *What factors might have contributed to continuing the class/program:*
- (103) It wasn't appropriate for me
 - (104) The program was excellent but not appropriate for me; it would have been better to spend time in hospitals sooner to get the feel sooner
 - (105) Not working, needed more study time
 - (106) Healthy, physically able
 - (107) Have a different instructor
 - (108) Program not appropriate for me
 - (109) Not having to work at the same time
 - (110) Financial
 - (113) More financial aid, have more of program available at urban campus
 - (114) Personal reasons
 - (115) Nearer to my home
 - (116) More money
 - (118) I needed more time to spend on my course work, too much is left up to student, I could have done it on my own with appropriate instructional materials
 - (119) Course could be more challenging

- (120) More help from instructor
- (121) More tutoring, more learning center skills, more help with my studies, it was tougher than I thought
- (122) More tutoring
- (123) A better orientation, I needed a better background; there was too much that I was unprepared for; I got off to a bad start
- (124) I was good with kids; I wanted to have a career with kids; maybe different instructors
- (201) Distance to travel
- (203) More personal attention from teacher; more availability of instructors
- (205) Have a job site available
- (206) More help; more tutoring
- (209) Finances
- (210) An abbreviated schedule; not so much course work at one time
- (212) Different instructors
- (214) More encouragement from school
- (216) Better program
- (217) I should have asked for more help from others
- (301) If there were older people my age
- (302) I would have continued if the classes I needed were available the next quarter
- (312) Chance to "bone-up" on study habits and math
- (313) Special math tutoring
- (314) Change in instructors; fewer administrative rules
- (317) More thorough program with greater depth; less conflict with main instructor; the practicum was not sequenced with instruction
- (318) I might have stayed if I had been better in math

33. *What changes would you recommend to encourage students to stay in vocational classes:*

(103) Better description beforehand to get better idea of the course/program

(105) More individualized--needed tapes for review

(123) Pre-counseling; smaller classes; not impersonal

(212) At the cosmetology school--not the college

(306) Basic instruction

(309) Eliminate data processing for secretarial

36. *Please take a few minutes and suggest anything you think was not asked but should be commented on*

(102) It was a good program but not for me

(104) If students could get around hospital environment earlier, they would have a more realistic expectation

(109) It was my situation at the time that was the reason I left rather than anything wrong with SMACC

(111) There are so many types of programs and college staff with confusing title and labels; it is difficult to get to the person who can supply needed information

(112) The program I was on was offered for graduates at Iowa Methodist Hosp--so many of these questions don't apply

(113) I failed 1st quarter classes but I had to go ahead and take 2nd course classes during the next quarter or wait almost a year to retake 1st quarter courses

(208) Last year, the other program was not appropriate for me; this year is great for me

(211) V.A. stipulates the program I must take in order to get benefits. Not all the courses are available in the summer so I have to drop out

(213) I had fine quality instructors who would go out of their way to be helpful

(303) I was dismissed for health reasons

(314) Attitude of townspeople is bad toward out of town students, especially Sioux City students